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ABSTRACT

The publication is designed to provide instruction for occupational training in the area of child development. It includes basic knowledges and skills in parenthood education, developmental child care, children's activities, child health, employment opportunities in the field, and working with special groups. The purpose of the publication is to help teachers improve instruction in order to better prepare students for child care occupations. Each instructional unit contains behavioral objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Three parts of the instruction process have been intentionally omitted: motivation, personalization, and localization. These parts have been left to the individual instructors. (Author/MF)

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STILLWATER, OKLAHOMA

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FOREWORD

The Mid-America Vocational Curriculum Consortium is a group of states striving to develop needed curriculum materials. As member states, New Mexico, Colorado, Texas, Arkansas, Missouri, North Dakota, Nebraska, Kansas, South Dakota, and Oklahoma selected Occupational Child Development as the first product of the consortium.

This publication is designed to provide instruction for occupational training in the area of child development. It includes basic knowledges and skills in the areas of parent education, developmental child care, children's activities, health of the child, employment opportunities, and working with special groups.

The purpose of this publication is to assist teachers in improving instruction in the area of occupational child development. As teachers use these materials, it is hoped that student performance will improve and that students will be better prepared to assume a role in a child care occupation.

It is our belief that the teaching of Occupational Child Development should become more effective with its use.

Ronald Meek, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

PREFACE

For many years those responsible for teaching child development have felt a need for instructional materials to use in this area. A team of teachers, teacher-educators, and home economics education staff members accepted this challenge and have produced a manual which will meet the needs of many types of courses where students are expected to become proficient in the area of occupational child development.

Instructional material in this publication is written in terms of student performance using measureable objectives. This is an innovative approach to teaching that accents and augments the teaching-learning process. Criterion referenced evaluation instruments are provided for a uniform measurement of student progress. In addition to evaluating recall information, teachers are encouraged to evaluate the other areas including process and product as indicated at the end of each instructional unit.

Every effort has been made to make this publication basic, readable, and by all means, usuable. Three vital parts of instruction have been intentionally omitted from this publication: motivation, personalization, and localization. These areas are left to the individual instructors and the instructors should capitalize on them. Only then will this publication really become a vital part of the teaching-learning process.

Ann Benson
Executive Director
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talents to the development of the Occupational Child Development curriculum.

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The printing staff of the Oklahoma State Department of Vocational and Technical Education are deserving of much credit for printing this publication.

USE OF THIS PUBLICATION

Instructional Units

The Occupational Child Development curriculum includes seven areas. Each area consists of one or more units of instruction. Each instructional unit includes some or all of the basic components of a unit of instruction: behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him determine:

A. The amount of material that can be covered in each class period.
B. The skills which must be demonstrated.
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials such as pamphlets and filmstrips that must be ordered.
D. Resource people that must be contacted.

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: terminal objectives, stating the subject matter to be covered in a unit of instruction and specific objectives, stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

Name
Label
List in writing
List orally
Letter
Record
Repeat
Give

Identify
Select
Mark
Point out
Pick out
Choose
Locate

Describe
Define
Discuss in writing
Discuss orally
Interpret
Tell how
Tell what
Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Additional Terms Used
Evaluate
Complete
Analyze
Calculate
Estimate
Plan
Observe
Compare
Determine
Perform

Prepare
Make
Read
Tell
Teach
Converse
Lead
State
Write

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of his students and community. When a teacher adds objectives, he should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss terminal and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledges necessary to develop the skills specified in the terminal objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he might reasonably expect from a person who has had this training.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

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Your Child From Six to Twelve. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1966.

SOURCES OF INFORMATION
FOR
LICENSING OF DAY CARE CENTERS

Department of Social Services
P.O. Box 1437
Little Rock, Arkansas 72203

Department of Social Services
1575 Sherman
c/o Licensing Unit
Room 403
Denver, Colorado 80203

Kansas Board of Health
535 Kansas Avenue
Topeka, Kansas 66601

Department of Social Services
221 West High
Broadway Building
Jefferson City, Missouri 65101

New Mexico Health and Social Services Department
State Health Agency - Licensing Section
P.O. Box 2348
Santa Fe, New Mexico 87503

Department of Public Welfare
1526 K Street
Lincoln, Nebraska 68508

Social Service Board
Capitol Building
Bismarck, North Dakota 58505

Oklahoma Department of Institutions, Social and Rehabilitative Services
Sequoyah Memorial Office Building
Oklahoma City, Oklahoma 73105

Department of Social Welfare
217 1/2 West Missouri
Pierre, South Dakota 57501

State Department of Public Welfare
John H. Reagan Building
Austin, Texas 78701

INTRODUCTION

SECTION A

INTRODUCTION
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss the importance of the study of child development. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define child development.
2. Discuss the importance of the study of child development.
3. List three purposes of this child development manual.
4. List areas to be studied during this course of study.

INTRODUCTION
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Lead students in a search through the remainder of this manual in order to give orientation into what can be expected from this course of study.

   F. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment Sheet #1--Determine Areas to be Studied

   D. Test

   E. Answers to test

INTRODUCTION
UNIT I

INFORMATION SHEET

I. Child development--Development of the child viewed as a product of hereditary, environmental, and self forces

II. Importance of the study of child development

   A. To promote a better understanding of children

   B. To promote understanding of self through the understanding of others

   C. To assist in preparation for parenthood

   D. To promote understanding of the differences in children

   E. To assist in understanding that growth is a continuous process; though some phases of growth are more rapid than others, one stage merges consistently into the next

   F. To understand young children, which is a key to understanding the behavior of all people

   G. To understand young siblings, which makes everyday living easier and more pleasant

III. Purposes of this manual

   A. To help students understand the challenges and responsibility of guiding the physical, social, emotional, and intellectual development of children

   B. To help the student understand himself and his own development

   C. To create interest in employment in child care occupations

INTRODUCTION
UNIT I

ASSIGNMENT SHEET #1--DETERMINE AREAS TO BE STUDIED

Investigate the remainder of this manual and determine the other areas to be studied during this course. List the broad areas below. What types of things do you expect to study during each area? What additional things would you like to study?

INTRODUCTION
UNIT I

TEST

1. Define child development.

2. Discuss the importance of the study of child development.

3. List three purposes of this child development manual.

   a.

   b.

   c.

4. List areas to be studied during this course of study.

   (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

INTRODUCTION
UNIT I

ANSWERS TO TEST

1. Development of the child viewed as a product of hereditary, environmental, and self forces

2. Discussion should include:

    a. To promote a better understanding of children

    b. To promote understanding of self through the understanding of others

    c. To assist in preparation for parenthood

    d. To promote understanding of the differences in children

    e. To assist in understanding that growth is a continuous process; though some phases of growth are more rapid than others, one stage merges consistently into the next

    f. To understand young children, which is a key to understanding the behavior of all people

    g. To understand young siblings, which makes everyday living easier and more pleasant

3. a. To help students understand the challenges and responsibility of guiding the physical, social, emotional, and intellectual development of children

    b. To help the student understand himself and his own development

    c. To create interest in employment in child care occupations

4. Evaluated to the satisfaction of the instructor.

EMPLOYMENT
INFORMATION
SECTION B

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list opportunities for employment, qualities needed to work with children, and personal satisfactions which may be realized in child care occupations. The student should be able to describe the training and educational preparation needed for employment in this area. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with employment in child care occupations to the correct definitions.
2. List opportunities for employment in child care development programs.
3. List personal qualities necessary to work with young children.
4. List personal satisfactions which may be realized through employment in child development related occupations.
5. Describe the training and educational preparation required for various child development related occupations.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Take students on a field trip to visit an employer in the area of child care and observe the operation of the business.
- F. Have students check area newspapers for a week to find job listings in the area of child care. Make a bulletin board of this information.
- G. Have students make a list of all career opportunities in child care services in your community, county, and state.
- H. Assign students to do a shadow experience. Follow a worker in this area for a day and record what he does.
- I. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete each assignment sheet.
- D. Complete activities assigned by instructor.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet

C. Assignment Sheet #1--Preparation for Child Development Occupations

D. Test

E. Answers to test

II. References:

A. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1971.

B. "Introduction to Occupations." Oklahoma City, Oklahoma: Home Economics Division, State Department of Vocational and Technical Education.

C. Green, Marjorie M. and Elizabeth L. Woods. *A Nursery School Handbook for Teachers and Parents.* Sierra Madre, California: Sierra Madre Community Nursery School Association, 1972.

D. *Career Ladders and Lattices in Home Economics Related Occupations.* Washington, D. C.: American Home Economics Association, 1969.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Day care center--A facility which provides care for six or more children for six or more hours of the twenty-four hour day

  B. Family day care home--A family home that provides care and protection for five or less children for part of the twenty-four hour day

  C. Custodial child care programs--Child care in which children receive minimal, noneducational, and nondevelopmental care

  D. Developmental child care programs--Care of children in which every aspect of the child's development is accounted for including meeting the child's physical, social, emotional, and intellectual needs

II. Opportunities for employment in child care development programs

  A. Adoption social worker

  B. Recreation director

  C. Kindergarten or elementary teacher

  D. Nursery school teacher or attendant

  E. Day care operator

  F. Baby sitter

  G. Pediatric nurse

  H. Day care aide

  I. Sales related to children's products

  J. Head start aide

  K. Child development specialist

  L. Child psychologist

  M. Teacher's aide

  N. Toy salesman

  O. Journalism

INFORMATION SHEET

P. Photography

Q. Church nursery attendant

R. Camp counselor

(NOTE: Other opportunities for employment in this area are available.)

III. Personal qualities necessary to work with young children

A. General good health, both mentally and physically

B. Interest in children and their development

C. Ability to cooperate and get along with others

D. Interest in working in the area of child care services

E. Love and understanding of children

F. Flexibility and adaptability

G. Patience

IV. Personal satisfactions realized through employment in child development related occupations

A. Allows opportunity to help children learn and adjust to life

B. Gain understanding of the developmental growth of children

C. Gives personal satisfaction

D. Helps in accepting individual differences in children

E. Provides income

F. Helps in understanding self

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #1--PREPARATION FOR CHILD DEVELOPMENT OCCUPATIONS

Use any available resources such as area child care personnel, texts, newspapers, or college catalogs to determine the training and educational preparation required for the following child development related occupations.

A. Director of child development center

B. Kindergarten teacher

C. Nursery school teacher

D. Paraprofessional

E. Child day care assistant

F. Child development aide

G. Other area child care personnel

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

TEST

1. Match the terms on the right to the correct definitions.

_____a. Care of children in which every aspect of the child's development is accounted for including meeting the child's physical, social, emotional, and intellectual needs

_____b. Child care in which children receive minimal, noneducational, and nondevelopmental care

_____c. A family home that provides care and protection for five or less children for part of the twenty-four hour day

_____d. A facility which provides care for six or more children for six or more hours of the twenty-four hour day

1. Custodial child care programs
2. Day care center
3. Developmental child care programs
4. Family day care home

2. List six opportunities for employment in child care development programs.

a.

b.

c.

d.

e.

f.

3. List four personal qualities necessary to work with young children.

   a.

   b.

   c.

   d.

4. List four personal satisfactions which may be realized through employment in child development related occupations.

   a.

   b.

   c.

   d.

5. Describe the training and educational preparation required for various child development related occupations.

   (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 4
   d. 2

2. Any six of the following or others listed in class
   a. Adoption social worker
   b. Recreation director
   c. Kindergarten or elementary teacher
   d. Nursery school teacher or attendant
   e. Day care operator
   f. Baby sitter
   g. Pediatric nurse
   h. Day care aide
   i. Sales related to children's products
   j. Head start aide
   k. Child development specialist
   l. Child psychologist
   m. Teacher's aide
   n. Toy salesman
   o. Journalism
   p. Photography
   q. Church nursery attendant
   r. Camp counselor

3. Any four of the following
    a. General good health, both mentally and physically
    b. Interest in children and their development
    c. Ability to cooperate and get along with others
    d. Interest in working in the area of child care services
    e. Love and understanding of children
    f. Flexibility and adaptability
    g. Patience
4. Any four of the following
    a. Allows opportunity to help children learn and adjust to life
    b. Gain understanding of the developmental growth of children
    c. Gives personal satisfaction
    d. Helps in accepting individual differences in children
    e. Provides income
    f. Helps in understanding self
5. Evaluated to the satisfaction of the instructor.

JOB ORIENTATION
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list rules of selling oneself in interviews, techniques of communication, rules of telephone etiquette, and sources of information on employment opportunities. The student should be able to demonstrate the ability to complete job applications, application letters, resumés, and interviews. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list sources of information on employment opportunities in child development programs.
2. Discuss fundamentals of good grooming.
3. Distinguish between expectations of the employer and employee in their relationship.
4. Describe desirable personality traits and attitudes.
5. List ways of selling oneself in a personal interview.
6. List rules to observe during an interview.
7. Select from a list rules of telephone etiquette.
8. List techniques of communication.
9. Describe how to write a letter of application.
10. Select from a list necessary information on a personal data sheet.
11. Select from a list suggestions for completing application forms.
12. Demonstrate the ability to:
    a. Complete an application for employment.
    b. Complete a personal data sheet.
    c. Write a letter of application.
    d. Interview for a position.
    e. Complete a self evaluation form.

JOB ORIENTATION
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Lead role-playing experience on interviews.

   F. Provide samples of various application forms.

   G. Invite a personnel director to discuss job interviewing techniques.

   H. Ask students to describe a well groomed, appropriately dressed child care worker in positive terms.

   I. Lead discussion on reasons why some people lose their jobs.

   J. Provide opportunity to take sample employment test.

   (NOTE: An example is included in the Home Economics I curriculum.)

   K. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet.

   D. Role play an interview.

   E. Describe a well groomed, appropriately dressed child care worker in positive terms.

   F. Discuss reasons why people lose their jobs.

   G. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Complete an Application for Employment

      2. Assignment Sheet #2--Complete a Personal Data Sheet

      3. Assignment Sheet #3--Write a Letter of Application

      4. Assignment Sheet #4--Interview for a Position

      5. Assignment Sheet #5--Self Evaluation

   D. Test

   E. Answers to test

II. References:

   A. *Child Care Aide.* Austin: Texas Education Agency, Division of Vocational and Adult Education, Division of Homemaking Education, 1969.

   B. Blackledge, Walter, L., Ethel H. Blackledge and Helen J. Keely. *You and Your Job.* Cincinnati: South-Western Publishing Company, 1967.

   C. Kimbrell, Grady and Ben S. Vineyard. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

JOB ORIENTATION
UNIT II

INFORMATION SHEET

I. Sources of information on employment opportunities in child development programs

  A. Newspaper advertisements

  B. State employment service

  C. Workers in child care occupations

  D. Local employment service

  E. Instructors of child care programs

II. Fundamentals of good grooming

  A. Body cleanliness

    1. Take a bath daily

    2. Use a body deodorant daily

    3. Change undergarments daily

    4. Avoid strongly scented soaps and perfumes

    5. Shave excess hair as necessary

  B. Hair

    1. Shampoo frequently

    2. Brush regularly with a clean brush

    3. Control dandruff

    4. Arrange attractively

  C. Hands and nails

    1. Clean

    2. Nails filed and shaped to the fingers, medium length

    (NOTE: If nail polish is used, use only light, natural colors and remove or replace if chipped.)

INFORMATION SHEET

D. Teeth

    1. Brush twice daily
    2. Have dental check-up at least once a year
    3. Use mouthwash as necessary

E. Feet

    1. Keep clean
    2. Use foot powder or spray regularly

F. Posture

    1. Shoulders erect
    2. Chest up
    3. Abdomen flat
    4. Body weight on both feet

G. Garments

    1. Clean
    2. Pressed
    3. Properly fitted
    4. In good repair

H. Shoes

    1. Clean
    2. Properly fitted
    3. In good condition

I. Hose and socks

    1. Clean
    2. Well-fitted
    3. In good repair

INFORMATION SHEET

III. Expectations of the employer-employee in their relationship

  A. Employer expects

    1. Cooperation
    2. Honesty
    3. Initiative
    4. Willingness to learn
    5. Willingness to follow directions
    6. Dependability
    7. Enthusiasm
    8. Acceptance of criticism
    9. Loyalty and respect
    10. Full day's work for a full day's pay
    11. Notification of termination

  B. Employee expects

    1. Salary
    2. Safe working conditions
    3. Training
    4. Introduction to co-workers
    5. Explanation of policies, rules, and regulations
    6. Duty changes
    7. Evaluation of work
    8. Discipline for breaking rules
    9. Honest relationship
    10. Notification if employment is terminated
    11. Respect

IV. Desirable personality traits and attitudes

  A. Adaptability--Adjusting easily to new situations

    1. Accept changes without complaint
    2. Learn new procedures and service information

INFORMATION SHEET

B. Cooperation--Working harmoniously with others

   1. Observe rules and regulations

   2. Help others when possible

   3. Work well with co-workers, supervisor, and employer

C. Courtesy--Being polite and having good manners

   1. Show respect for employer

   2. Show respect for the patron

   3. Speak softly and pleasantly

   4. Return promptly from lunch and breaks so co-workers can have their rest periods

D. Dependability--Doing what a person says he will and completing duties assigned to him

   1. Work regularly

   2. Be on time

   3. Take only the time allowed for lunch and breaks

   4. Do all of work

   5. Follow instructions

E. Enthusiasm--Being eager to help or to take part in some activity

   1. Show pride in doing job

   2. Look alert

   3. Do more than one's share when time permits

F. Honesty--Being truthful in all things

   1. Be careful with money

   2. Give truthful information to employers, customers, and co-workers

   3. Keep promises

   4. Do not waste time

INFORMATION SHEET

G. Initiative--Doing things without being told

  1. Keep busy
  2. Use slack moments or leisure time to learn more about job
  3. Show an interest in learning and doing a good job
  4. Suggest ideas

H. Loyalty--Supporting a cause

  1. Keep confidences
  2. Avoid public criticisms of employer, supervisor, or co-workers
  3. Do not discuss wages or raises with other employees

I. Patience--Taking the time to do things right

  1. Try to understand the needs and desires of others
  2. Control anger

J. Self-control--Being able to control one's temper and emotions

  1. Control temper
  2. Accept criticism
  3. Maintain poise

K. Tact--Being able to say the right thing at the right time

  1. Do not correct customers, co-workers, and employer in a disagreeable manner
  2. Learn to take care of customer complaints

V. Ways of selling oneself in a personal interview

  A. If interview is in the morning, allow enough time for getting ready

  B. Be on time

INFORMATION SHEET

C. Go alone for the interview

D. Be careful of appearance

E. Stand erect

F. Look pleasant

G. Introduce self in a quiet, easy way

H. Sit erect and avoid signs of nervousness

I. Be ready to take a performance test if applying for a job involving skills

J. Be ready to talk about individual work experiences and special skills

K. Know something about the facility where applying for work

L. Make a list of the questions to ask the interviewer about the job

(NOTE: Be willing to tell how you can help the employer in addition to ways the employer can help you.)

M. Know the wage or salary that should be paid for the job

N. Take a pen, pencil, and a writing pad to the interview

VI. Rules to observe during an interview

A. Greet interviewer by name if known and if it can be pronounced correctly

B. Wait until interviewer offers a chair before sitting down

C. Do not chew gum or smoke, even if invited to do so

D. Do not use slang

E. Know what job is available

F. Be ready for a surprise question and think before answering

G. Let the interviewer do most of the talking, but do not just be a yes or no applicant

H. Sit up straight in chair

INFORMATION SHEET

I. Look interviewer directly in the eye during the conversation

J. Make sure that good points get across to interviewer

K. Try not to get discouraged if employer indicates more qualifications are needed or that a call may be received later

L. If asked about the last jobs held, be honest

(NOTE: Be ethical in discussion of prior jobs. However, do not go into lengthy detail.)

M. At the end of the interview, show the interviewer that his time was appreciated

N. Write follow-up letter of appreciation

VII. Rules of telephone etiquette

A. Answer the call pleasantly and promptly

B. Use proper identification

C. Clearly state the purpose of the call

D. Use phrases such as "please" and "thank you"

VIII. Communication techniques

A. Recognize that good communication is the key to getting along

B. Accept a person's need to control yet express his anger

C. Learn to listen without preconceived opinions in order to understand what is being said

D. Stay tuned in with the right tone of voice

E. Learn to speak to a person's feelings, not to words

F. Keep privileged communication confidential

G. Do not worry over mistakes, but be taught by them

H. Look others in the eye when communicating

IX. Writing a letter of application

A. Let the employer know the purpose of the letter

B. Show the employer how personal training fits his needs

INFORMATION SHEET

C. Let employer know personal qualifications

D. Remember to get permission from references

E. Ask for an interview

F. Make the letter brief and to the point

G. Enclose a personal data sheet

X. Necessary information on a personal data sheet

A. Personal information

B. Skills

C. Education

D. Experience

E. Outside interests and hobbies

F. References

(NOTE: A personal data sheet is also called a resumé.)

XI. Completing application forms

A. Complete in ink or use typewriter

B. Answer every question which applies

(NOTE: If a question does not apply, write "NA," meaning not applicable or draw a line through the space to show that you did not overlook the question.)

C. Give complete address, including zip code

D. Spell correctly

E. Answer questions on job preference with a specific job title or type of work

F. Ask permission of those you state as references

G. Use correct name rather than a nickname

H. Be as neat as possible

JOB ORIENTATION
UNIT II

ASSIGNMENT SHEET #1--COMPLETE AN APPLICATION FOR EMPLOYMENT

The following pages show examples of two forms which an applicant might be asked to complete when applying for a job. Complete these forms as if you were applying for a job in a child care center.

EXAMPLE OF APPLICATION FORM

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date__________ Social Security No.__________

Name______________________________ Age________ Sex__________
Last First Middle

Present Address______________________________
Street City State

Permanent Address______________________________
Street City State

Phone No.____________ Own Home________ Rent__________ Board__________

Date of Birth________ Height________ Weight________ Color of Hair________ Eyes________

Married________ Single________ Widowed________ Divorced________ Separated________

Number of Children__________ Dependents other than Wife or Children__________ Citizen of U.S.A.__________ Yes No__________

If Related to Anyone in our Employ - State Name and Department______________________ Referred by______________

EMPLOYMENT DESIRED

Position______________ Date you can start______________ Salary Desired______________

Are you employed now?______________ If so, may we inquire of your present employer?______________

Ever applied to this center before?__________ Where?________ When?__________

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Elementary School:				
High School:				
College:				
Vocational, Bus. or Correspondence School:				

FORMER EMPLOYERS (List below last four employers, starting with last one first):

Date Month & Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				
From To				

REFERENCES: Give below the names of three persons, not related to you, whom you have known at least one year.

Name	Address	Business	Years Acquainted
1.			
2.			
3.			

PHYSICAL RECORD:

List any physical defects____________________
Were you ever injured?__________ Give details____________________
Have you any defects in hearing?_______ in vision?_______ in speech?_______
In case of
Emergency notify____________________________________
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date________________ Signature________________________

EXAMPLE OF APPLICATION FORM

Caution: Furnishing False or Incomplete Information
is Sufficient Cause for Discharge

Please Print	Application for Employment

Were you ever employed by this center or any of its branches? Yes No	If Yes, state in what year	In what branch?

Your Last Name	First	Middle

No. and Street	City	State	Zip

The law against discrimination prohibits discrimination because of age.	Date of Birth			Sex	Social Security No.	Phone No.
	Month	Day	Year	Male		
				Female		

Single?	Separated?	Widowed?	No. of Children	Number of Additional Dependents
Married?	Divorced?			

If you live with parents, state first name of
Father Mother

Maiden Name	Name of Husband or Wife	His or Her Type of Business	His or Her Position

If you live with Relatives, State Full Name	Relationship	If you board, state with whom Full Name

EDUCATIONAL RECORD

Type of School	Name of School & Address	Date Last Attended	No. Yrs. Attended	Grad. Yes/No	Degree
Elementary (day)					
High School (day)					
College (day)					
Other Schools (day)					
Evening School					

PREVIOUS EMPLOYMENT

Enter the names of all the employers you worked for in the last five years. Begin with the last.

Employed By Name and Address	Worked Dates		Kind of Business	Position	Salary	Reason for Leaving
	From	To				

PERSONAL REFERENCES Name three persons who know you, and who are in a profession or who own their own business. Do not name former employers or relatives.

Name	Address	Business or Profession

List the names of your friends and relatives working for this center.

Name	State Friend or Relationship	Name	State Friend or Relationship

JOB ORIENTATION
UNIT II

ASSIGNMENT SHEET #2--COMPLETE A PERSONAL DATA SHEET

The following is an example of a personal data sheet. Using your own personal information, complete a resumé for use in job application.

PERSONAL DATA

Personal

Name--Susan Jones
Address--676 West Avenue, Oklahoma City, Oklahoma 73105
Phone--405-499-3726
Age--17
Height--5 feet, 5 inches
Weight--121 pounds
Health--Excellent
Marital status--Single

Skills

Ability to work with children
Planning and supervision of children's activities
Food preparation
Typing--65 words a minute

Education

Graduate of Lincoln High School, May 21, 19___
Subjects studied--
- Home Economics, 2 years
- Child Development (Occupational), 2 years
- History, 3 years
- Science, 2 years
- Math, 3 years
- English, 4 years
- Typewriting, 2 years

Experience

Two years as assistant in child development laboratory
Babysitting--Five years

Outside Interests and Hobbies

Art, basketball, tennis

ASSIGNMENT SHEET #2

References

Mrs. Jan Davis, Owner, Happy Hour Nursery, 1416 Main Street, Oklahoma City, Oklahoma 73105

Mrs. Kaye Smith, Child Development Instructor, Lincoln High School, 200 North Avenue, Oklahoma City, Oklahoma 73105

Mr. John James, Counselor, Lincoln High School, 200 North Avenue, Oklahoma City, Oklahoma 73105

(NOTE: Telephone numbers may be added if known.)

JOB ORIENTATION
UNIT II

ASSIGNMENT SHEET #3-WRITE A LETTER OF APPLICATION

Write a letter of application for a position in a child care center using the guidelines in the information sheet.

Example:

676 West Avenue
Oklahoma City, Oklahoma 73105
May 2, 19___

Mrs. Harriet Williams
Manager
Pleasant Day Nursery School
222 Oak Street
Oklahoma City, Oklahoma 73777

Dear Mrs. Williams:

My child development instructor at Lincoln High School, Mrs. Kaye Smith, told me that you plan to hire a young person as an assistant. I would like to apply for this position.

On May 21, I shall graduate from Lincoln High School. As you will see on the attached personal data sheet, I have taken subjects which should prove helpful in this job. I would also be willing to continue my education either in night school or part time if it would be helpful in my work.

Several months ago I was with a group which toured your nursery, and I feel that it would be a very interesting place to work. Some day I would like to have my own child care center.

May I have a personal interview? You may reach me any day after 3:30 p.m. at 405-499-3726. Thank you very much.

Very truly yours,

Susan Jones

Enclosure

JOB ORIENTATION
UNIT II

ASSIGNMENT SHEET #4--INTERVIEW FOR A POSITION

Answer the following questions as you would in a personal interview. These questions are ones that are often asked. What others can you think of?

1. Why would you like to work for us?

2. Are you looking for permanent or temporary work?

3. What job would you like most?

4. What age children would you like to work with?

5. What do you want to be doing in five years? In ten years?

6. What qualifications do you have for this job?

7. What subjects in school did you like best? Least?

8. Do you prefer working alone or with others?

9. How do you spend your spare time?

ASSIGNMENT SHEET #4

10. What magazines do you read?

11. What is your main strength? Your main weakness?

12. What jobs have you had? Why did you leave?

13. What salary do you expect?
14. What are your feelings toward discipline of children?
15. Have you had any serious illness?
16. Do you smoke?
17. How do you feel about working overtime?

18. Did you attend school regularly? How many days were you out last year?
19. What grades have you gotten in your school work?
20. When can you begin work?
21. How did you become interested in working for us?

JOB ORIENTATION
UNIT II

ASSIGNMENT SHEET #5--SELF EVALUATION

Ask yourself the following questions and truthfully answer them. Then ask yourself the question, "Would I really hire myself?"

WOULD YOU HIRE YOURSELF?

1. Are you a willing worker?
2. Do you ever stay a few minutes overtime to finish a particular task?
3. Are you punctual and dependable?
4. Can you keep a secret when told to do so or do you spread the word and add to it?
5. Are your job skills and speeds above average?
6. Do you get along well with people?
7. Do you offer to help others when they are swamped with work?
8. When you make a mistake, do you admit it, correct it, and avoid making the same mistake again?
9. Do you observe the rules of the establishment faithfully or do you make your own?
10. Can you ignore rumors and refuse to gossip?
11. Can you leave your personal problems at home where they should be or do you bring them to work with you?
12. Do you keep yourself well groomed and neat?
13. Do you keep your work area neat, clean, and in order?
14. Do you spend a lot of your main hours on the telephone in idle gossip?
15. Do you insist on a "coffee break" even if your work is greatly behind schedule?
16. Do you use supplies and equipment the same as if you were paying for them out of your pocket?
17. Do you take pride in every bit of work that you put out?
18. Do you have a negative attitude?
19. Do you speak softly and with a pleasant voice?

JOB ORIENTATION
UNIT II

TEST

1. Select sources of information on employment opportunities in child development programs by placing an "X" in the appropriate spaces.

_____a. Workers in child care occupations

_____b. Television advertisements

_____c. State employment service

_____d. Local employment service

_____e. Instructors of child care programs

_____f. Newspaper advertisements

2. Discuss fundamentals of good grooming.

3. Distinguish between expectations of the employer and employee in their relationship by placing an "X" to the left of those expectations of the employee.

_____a. Safe working conditions

_____b. Salary

_____c. Willingness to learn

_____d. Training

_____e. Introduction to co-workers

_____f. Willingness to follow directions

_____g. Loyalty and respect

4. Describe desirable personality traits and attitudes.

5. List seven ways of selling oneself in a personal interview.

a.

b.

c.

d.

e.

f.

g.

6. List seven rules to observe during an interview.

a.

b.

c.

d.

e.

f.

g.

7. Select rules of telephone etiquette by placing an "X" in the appropriate spaces.

_____a. Clearly state the purpose of the call

_____b. Use phrases such as "please" and "thank you"

_____c. Answer calls by saying "hello"

_____d. Avoid taking messages for others

_____e. Answer the call pleasantly and promptly

_____f. Use proper identification

8. List four techniques of communication.

   a.

   b.

   c.

   d.

9. Describe how to write a letter of application.

10. Select necessary information on a personal data sheet by placing an "X" in the appropriate spaces.

    ______a. Parents' names

    ______b. References

    ______c. Parents' occupations

    ______d. Make of car

    ______e. Personal information

    ______f. Skills

    ______g. Education

    ______h. Experience

    ______i. Parents' education

11. Select suggestions for completing application forms by placing an "X" in the appropriate spaces.

    ______a. Spell correctly

    ______b. Ask permission of those you state as references

    ______c. Complete in ink or use typewriter

    ______d. Answer every question which applies

    ______e. Leave spaces which do not apply blank

    ______f. Use nicknames if they are how you like to be called

12. Demonstrate the ability to:
    a. Complete an application for employment.
    b. Complete a personal data sheet.
    c. Write a letter of application.
    d. Interview for a position.
    e. Complete a self evaluation form.

    (NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

JOB ORIENTATION
UNIT II

ANSWERS TO TEST

1. a, c, d, e, f

2. Discussion should include:

   a. Body cleanliness

      1) Take a bath daily

      2) Use a body deodorant daily

      3) Change undergarments daily

      4) Avoid strongly scented soaps and perfumes

      5) Shave excess hair as necessary

   b. Hair

      1) Shampoo frequently

      2) Brush regularly with a clean brush

      3) Control dandruff

      4) Arrange attractively

   c. Hands and nails

      1) Clean

      2) Nails filed and shaped to the fingers, medium length

   d. Teeth

      1) Brush twice daily

      2) Have dental check-up at least once a year

      3) Use mouthwash as necessary

- e. Feet
    - 1) Keep clean
    - 2) Use foot powder or spray regularly
- f. Posture
    - 1) Shoulders erect
    - 2) Chest up
    - 3) Abdomen flat
    - 4) Body weight on both feet
- g. Garments
    - 1) Clean
    - 2) Pressed
    - 3) Properly fitted
    - 4) In good repair
- h. Shoes
    - 1) Clean
    - 2) Properly fitted
    - 3) In good condition
- i. Hose and socks
    - 1) Clean
    - 2) Well-fitted
    - 3) In good repair

3. a, b, d, e

4. Description should include:
    - a. Adaptability--Adjusting easily to new situations
        - 1) Accept changes without complaint
        - 2) Learn new procedures and service information

b. Cooperation--Working harmoniously with others

   1) Observe rules and regulations

   2) Help others when possible

   3) Work well with co-workers, supervisor, and employer

c. Courtesy--Being polite and having good manners

   1) Show respect for employer

   2) Show respect for the patron

   3) Speak softly and pleasantly

   4) Return promptly from lunch and breaks so co-workers can have their rest periods

d. Dependability--Doing what a person says he will and completing duties assigned to him

   1) Work regularly

   2) Be on time

   3) Take only the time allowed for lunch and breaks

   4) Do all of work

   5) Follow instructions

e. Enthusiasm--Being eager to help or to take part in some activity

   1) Show pride in doing job

   2) Look alert

   3) Do more than one's share when time permits

f. Honesty--Being truthful in all things

   1) Be careful with money

   2) Give truthful information to employers, customers, and co-workers

   3) Keep promises

   4) Do not waste time

g. Initiative--Doing things without being told
    1) Keep busy
    2) Use slack moments or leisure time to learn more about job
    3) Show an interest in learning and doing a good job
    4) Suggest ideas

h. Loyalty--Supporting a cause
    1) Keep confidences
    2) Avoid public criticisms of employer, supervisor, or co-workers
    3) Do not discuss wages or raises with other employees

i. Patience--Taking the time to do things right
    1) Try to understand the needs and desires of others
    2) Control anger

j. Self-control--Being able to control one's temper and emotions
    1) Control temper
    2) Accept criticism
    3) Maintain poise

k. Tact-Being able to say the right things at the right time
    1) Do not correct customers, co-workers, and employer in a disagreeable manner
    2) Learn to take care of customer complaints

5. Any seven of the following:

a. If interview is in the morning, allow enough time for getting ready

b. Be on time

c. Go alone for the interview

d. Be careful of appearance

e. Stand erect

f. Look pleasant

g. Introduce self in a quiet, easy way

h. Sit erect and avoid signs of nervousness

i. Be ready to take a performance test if applying for a job involving skills

j. Be ready to talk about individual work experiences and special skills

k. Know something about the facility where applying for work

l. Make a list of the questions to ask the interviewer about the job

m. Know the wage or salary that should be paid for the job

n. Take a pen, pencil, and a writing pad to the interview

6. Any seven of the following:

a. Greet interviewer by name if known and if it can be pronounced correctly

b. Wait until interviewer offers a chair before sitting down

c. Do not chew gum or smoke, even if invited to do so

d. Do not use slang

e. Know what job is available

f. Be ready for a surprise question and think before answering

g. Let the interviewer do most of the talking, but do not just be a yes or no applicant

h. Sit up straight in chair

i. Look interviewer directly in the eye during the conversation

j. Make sure that good points get across to interviewer

k. Try not to get discouraged if employer indicates more qualifications are needed or that a call may be received later

l. If asked about the last jobs held, be honest

m. At the end of the interview, show the interviewer that his time was appreciated

n. Write follow-up letter of appreciation

7. a, b, e, f

8. Any four of the following:

   a. Recognize that good communication is the key to getting along

   b. Accept a person's need to control yet express his anger

   c. Learn to listen without preconceived opinions in order to understand what is being said

   d. Stay tuned in with the right tone of voice

   e. Learn to speak to a person's feelings, not to words

   f. Keep privileged communication confidential

   g. Do not worry over mistakes, but be taught by them

   h. Look others in the eye when communicating

9. Description should include:

   a. Let the employer know the purpose of the letter

   b. Show the employer how personal training fits his needs

   c. Let employer know personal qualifications

   d. Remember to get permission from references

   e. Ask for an interview

   f. Make the letter brief and to the point

   g. Enclose a personal data sheet

10. b, e, f, g, h

11. a, b, c, d

12. Evaluated to the satisfaction of the instructor.

ROLE OF THE CHILD CARE WORKER
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list personal capacities and responsibilities of the child care worker, guides to follow in planning schedules, and suggestions for working with parents. The student should be able to discuss opportunities for the young child in daily activities and to evaluate personal qualities. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the role of the child care worker to the correct definitions.
2. List personal capacities essential for the child care aide.
3. List responsibilities of the child care worker.
4. Select from a list guidelines which will help the child care aide.
5. Select from a list ethical principles of the child care worker.
6. Discuss opportunities for the young child in daily activities.
7. List five guides to follow when planning schedules for the child care facility.
8. Discuss child care routines.
9. Select from a list day to day housekeeping tasks of the child care worker.
10. List suggestions for the child care worker when working with parents.
11. Evaluate personal qualities to determine possible rating as a child care worker.

ROLE OF THE CHILD CARE WORKER
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Discuss the schedule used in the school's child care facility.

   F. Assist students in evaluation of personal qualities.

   G. Lead discussion on professional ethics.

   H. Assist students in determining possible child care positions in the community.

   I. Give test.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Discuss professional ethics.

   E. Determine possible child care positions in the community.

   F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Assignment Sheet #1--Evaluate Personal Qualities

D. Test

E. Answers to test

II. References:

A. *Career Ladders and Lattices in Home Economics and Related Areas.* Washington, D.C.: American Home Economics Association, 1971.

B. *Child Care Aide.* Austin: Texas Education Agency, Division of Vocational and Adult Education, Division of Homemaking Education, 1969.

C. Green, Marjorie M. and Elizabeth L. Woods. *A Nursery School Handbook for Teachers and Parents.* Sierra Madre, California: Sierra Madre Community Nursery School Association, 1972.

D. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1968.

E. Read, Katherine H. *The Nursery School.* Philadelphia: W.B. Saunders Company, 1966.

ROLE OF THE CHILD CARE WORKER
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Child care worker--Anyone who works in some capacity with children

   B. Professional ethics--Discipline of moral duty and obligation to a profession

   C. Routines--Important activities which occur daily

II. Personal capacities essential for the child care aide

   A. Sensitive to children's feelings and the qualities of young thinking

   B. Ready to listen to children in order to understand their meanings

   C. Utilization of both verbal and nonverbal communication

   D. Ability to protect orderliness without sacrificing the excitement of childhood

   E. Perception of individual differences within the group

   F. Ability to exercise control without being threatening

   G. Responsive to children's successes and supportive of their troubles and failures

   H. Humorous and imaginative in the group situation

   I. Committed to increasing the child's and his family's strengths and potentials

III. Responsibilities of child care worker

   A. Help children accept the center and participate in its activities

   B. Help children learn the established routines of the center

   C. Help to develop in the children a sense of belonging in the center

   D. Help children become more independent

   E. Assist children in developing good housekeeping habits

   F. Guide children in helping to keep the center clean and attractive

   G. Assume some responsibility for helping children prepare for snacks and mealtime

INFORMATION SHEET

H. Help children to develop good eating habits and table manners

I. Prepare and serve snacks

J. Set the table for noon meal

K. Assist in arranging cots on the floor for children's rest period

L. Supervise rest period of children

M. Stack or store cots after children's rest period

N. Assume some responsibility, under supervision, for play and learning experiences of children

O. May relieve teacher for short periods of time

P. Help children with nature and science experiences

Q. Help prepare and assemble play materials needed by teacher and/or director

R. Arrange physical environment so it is appropriate for play and learning experiences of children

S. Place clean towels and wash cloths on rack for children each day

T. Assist children with routines

U. Help to maintain health and safety of the children

V. Help children to establish sanitary habits

W. Observe accepted procedures for reporting accidents and signs of illness or discomfort in children

X. Assist in administering first aid

Y. Work cooperatively with center staff and accept instructions and guidance from director

Z. Participate in staff planning and evaluation sessions concerning center policies and programs

AA. Help to evaluate own progress in meeting responsibilities to the center

BB. Observe policies of center concerning work schedules, absences, and health regulations

INFORMATION SHEET

CC. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed

DD. Assume some responsibility for maintaining cleanliness and attractiveness of the center during the day

IV. Guidelines which will help the child care aide

A. Maintain a sense of humor

B. Cultivate a sense of dedication and direction

C. Develop a genuine interest in people

D. Take time to relax

E. Avoid discussing problem situations

F. Keep smiling

G. Believe in self

H. Find a release for tensions

I. Aim for success

V. Ethical principles

A. A just complaint about another teacher or employee should be taken to the person in charge of the center

(NOTE: Do not gossip about the situation or about the person to other staff members.)

B. Do not discuss a child's behavior with anyone except the teacher responsible

(NOTE: Be especially careful about discussing anything about him in the neighborhood.)

C. Do not criticize a child's parents even though there is ample proof that the child is being neglected

D. Report evidence of child abuse to proper authorities

INFORMATION SHEET

VI. Opportunities for the young child in daily activities

- A. To learn about himself and others through
    1. Being understood and accepted by the teacher and the child care aide even when he has mixed feelings
    2. Being helped to talk about his feelings and those of other children who behave similarly or differently
    3. Listening to stories about other people
- B. To develop social relationships through
    1. Participating in experiences, discussions, and stories
    2. Learning to share and respect rights of others
    3. Having opportunities to be possessive, stand up for himself, and discuss difficulties in group situations
- C. To learn about the outer world through
    1. Having simple experiences with natural phenomena
    2. Having a chance to see and take care of growing things
    3. Taking excursions within the community
    4. Being free to explore his environment
- D. To learn to deal with reality through
    1. Having real tasks, such as helping to clean
    2. Making things that are usable
    3. Fixing and repairing items appropriate for his age
- E. To have creative and aesthetic experiences through
    1. Listening to, responding to, and enjoying good music, story-telling, and poetry reading
    2. Receiving encouragement to be creative
    3. Participating in dramatic play
    4. Observing attractive pictures which are displayed on the center wall at his eye level
    5. Having freedom to use various media

INFORMATION SHEET

F. To develop skills in both large and small muscle activities by

1. Riding wheel toys and climbing other pieces of play equipment
2. Participating in rhythmic activities
3. Building with wood blocks, putting puzzles together, and stringing beads

G. To take responsibility for his bodily needs by

1. Being helped to decide for himself when to go to the toilet and how much to eat at mealtime
2. Being expected to wash his hands before eating and after toileting, to wipe himself properly and flush the toilet, and to wipe his nose when it is running

VII. Guides to follow when planning schedules for the child care facility

A. Maintain a routine

B. Keep the time schedule flexible

C. Plan sufficient time for routines

D. Plan for a balance of activities

E. Provide new experiences within the routine schedule

VIII. Child care routines

(NOTE: These are the means through which a child learns good habits of self direction.)

A. Sleeping

1. Rest and sleep are necessary for good health and continuous growth in young children
2. Children of nursery school age need a morning rest period and afternoon sleep period
3. Children in a group tire more easily than one or two children playing alone at home
4. Adequate preparation is needed for a successful sleep or rest period

INFORMATION SHEET

B. Toileting

1. Provide regular periods of toileting for younger children
2. A record can be kept of all bowel movements
3. Maintain a pleasant matter-of-fact attitude toward toileting
4. Do not shame the child because of accidents

C. Washing

1. All children wash hands and face just before the noon meal
2. Wash hands and face again before going home
3. Hands are also washed after toileting, after using clay, or as needed
4. Children should wash hands under running water whenever possible

   (NOTE: This is more sanitary than to have many using the same basin.)

5. A mirror hung at the level of the child's eye will be a source of satisfaction

   (NOTE: The child loves to admire himself after he is all washed and combed.)

D. Eating

1. Find out the dietary requirements of children and plan the menu accordingly
2. Be sure food is properly cooked and attractively served

   (NOTE: Malnutrition is not always the result of lack of good food. It is quite often the result of ignorance of food values or of faulty eating habits.)

3. Plan meals at school in relation to what the child has at home
4. Utilize all space and help at mealtime
5. Do not keep children waiting after they have finished eating
6. Do not expect children of nursery age to have formal table manners
7. Let children feed themselves as much as possible

INFORMATION SHEET

E. Dressing

   1. Emphasize the importance of comfortable and easy-to-clean clothes for children attending nursery school

   2. Allow children to assist in dressing themselves as soon as they are willing

   3. Let children dress in front of full length mirrors to create a positive self-concept

IX. Day to day housekeeping tasks of the child care worker

   A. Clean bathrooms daily

   B. Replenish all paper products

   C. Mop kitchen floor daily after meal preparation

   D. Sweep all floors daily and other times as needed

   E. Vacuum all carpeted areas daily

   F. Wet mop all non-carpeted areas at least twice a week

   G. Dust and disinfect furniture, equipment, and toys

   H. Wash and disinfect dirty surfaces of equipment and toys

   I. Wash trash cans and outside garbage containers at least once a week, using disinfectant

   J. Empty trash cans and ash trays daily

   K. Wash filter in vent hood over range once a week

   L. Wipe range daily and thoroughly clean once a week

   M. Check shelves, storage areas, and drawers in kitchen daily and thoroughly clean once a week

   N. Keep refrigerator clean, completely washing inside once a week

   O. Pick up papers and trash from play yards

   P. Sweep sidewalks and parking areas

X. Suggestions for the child care worker when working with parents

   A. Make parents feel welcome

INFORMATION SHEET

B. Tell parents what is expected of them

C. Listen to questions of parents

D. Create an atmosphere of trust

E. Be careful in matters of the child's health

F. Respect the close feelings between parent and child

G. Provide reassurance to parents

H. Assist parents in gaining more confidence in themselves as parents

I. Help parents learn more about their children

J. Provide opportunities for parents to meet and learn through sharing their concerns with other parents

K. Hold individual conferences with parents

L. Encourage parental involvement in the center

M. Share daily experiences of children

ROLE OF THE CHILD CARE WORKER
UNIT III

ASSIGNMENT SHEET #1--EVALUATE PERSONAL QUALITIES

Answer the following questions honestly so that you might evaluate your possible performance as a child care worker.

		YES	NO
1.	Am I neat in my personal appearance and work?	_____	_____
2.	Am I punctual?	_____	_____
3.	Do I apply myself to the job without being easily bored or distracted?	_____	_____
4.	Do I adapt to new and unexpected situations easily?	_____	_____
5.	Can I work under pressure, when necessary, without becoming nervous and upset?	_____	_____
6.	Do I have confidence in my abilities?	_____	_____
7.	Am I emotionally stable, capable of taking things in stride?	_____	_____
8.	Do I have enough initiative to be able to work on my own without waiting to be told what to do?	_____	_____
9.	Are my job plans in keeping with my own capacities and the opportunities employers have to offer?	_____	_____
10.	Do I have a sense of duty and responsibility?	_____	_____
11.	Am I reliable? Could I be depended upon to do a job satisfactorily?	_____	_____
12.	Do I have the friendship and respect of fellow workers?	_____	_____
13.	Do I cooperate with fellow workers?	_____	_____
14.	Do I cooperate with supervisory personnel and management?	_____	_____

ASSIGNMENT SHEET #1

		YES	NO
15.	Do I follow directions willingly and without argument because I respect authority?	____	____
16.	Do I accurately carry out instructions?	____	____
17.	Can I accept criticism without feeling hurt?	____	____
18.	Do I ask questions about things I do not understand?	____	____
19.	Do I complete a job once I start it?	____	____
20.	Am I a pleasant person to work with?	____	____
21.	Do I like people?	____	____
22.	Am I friendly and congenial?	____	____
23.	Do I enjoy activities with children?	____	____
24.	Do I read materials concerning the training of small children?	____	____

BOOSTING YOUR SCORE:

How did you rate? If you answered yes to most of the questions, you can become a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered no to a number of the questions, you have some work to do to strengthen your weak spots, that is, those things about you that need improvement. You can improve your chances for success in your "job training" right now.

ASSIGNMENT:

Make a list of your weak points. Outline ways to improve yourself in these areas. Discuss your plans with your teacher.

ROLE OF THE CHILD CARE WORKER
UNIT III

TEST

1. Match the terms on the right to their correct definitions.

_____a. Anyone who works in some capacity with children

_____b. Discipline of moral duty and obligation to a profession

_____c. Important activities which occur daily

1. Professional ethics
2. Routines
3. Child care worker

2. List five personal capacities essential for the child care aide.

a.

b.

c.

d.

e.

3. List ten responsibilities of the child care worker.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

4. Select guidelines which will help the child care aide by placing an "X" in the appropriate spaces.

______a. Take time to relax

______b. Keep emotions to self

______c. Aim for success

______d. Believe in self

______e. Keep smiling

______f. Work at a rapid pace

______g. Find a release for tensions

5. Select ethical principles of the child care worker by placing an "X" in the appropriate spaces.

______a. Do not criticize a child's parents even though there is ample proof that the child is being neglected

______b. Do not discuss a child's behavior with anyone except the teacher responsible

______c. Share problems of particular children with any other teacher who is interested

______d. A just complaint about another teacher or employee should be taken to the person in charge of the center

______e. Report evidence of child abuse to proper authorities.

6. Discuss opportunities for the young child in daily activities.

7. List five guides to follow when planning schedules for the child care facility.

   a.

   b.

   c.

   d.

   e.

8. Discuss three child care routines.

   a.

   b.

   c.

9. Select day to day housekeeping tasks of the child care worker by placing an "X" in the appropriate spaces.

   _____a. Vacuum all carpeted areas daily

   _____b. Dust and disinfect furniture, equipment, and toys

   _____c. Make children clean up play yards

   _____d. Sweep sidewalks and parking areas

   _____e. Empty trash cans and ash trays daily

   _____f. Wash and disinfect dirty surfaces of equipment and toys

   _____g. Replenish all paper products

10. List six suggestions for the child care worker when working with parents.

    a.

    b.

    c.

    d.

    e.

    f.

11. Evaluate personal qualities to determine possible rating as a child care worker.

    (NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

ROLE OF THE CHILD CARE WORKER
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 2
2. Any five of the following:
   a. Sensitive to children's feelings and the qualities of young thinking
   b. Ready to listen to children in order to understand their meanings
   c. Utilization of both verbal and nonverbal communication
   d. Ability to protect orderliness without sacrificing the excitement of childhood
   e. Perception of individual differences within the group
   f. Ability to exercise control without being threatening
   g. Responsive to children's success and supportive of their troubles and failures
   h. Humorous and imaginative in the group situation
   i. Committed to increasing the child's and his family's strengths and potentials
3. Any ten of the following:
   a. Help children accept the center and participate in its activities
   b. Help children learn the established routines of the center
   c. Help to develop in the child a sense of belonging in the center
   d. Help children become more independent
   e. Assist children in developing good housekeeping habits
   f. Guide children in helping to keep the center clean and attractive
   g. Assume some responsibility for helping children prepare for snacks and mealtime
   h. Help children to develop good eating habits and table manners

i. Prepare and serve snacks

j. Set the table for noon meal

k. Assist in arranging cots on the floor for children's rest period

l. Supervise rest period of children

m. Stack or store cots after children's rest period

n. Assume some responsibility, under supervision, for play and learning experiences of children

o. May relieve teacher for short periods of time

p. Help children with nature and science experiences

q. Help prepare and assemble play materials needed by teacher and/or director

r. Arrange physical environment so it is appropriate for play and learning experiences of children

s. Place clean towels and wash cloths on rack for children each day

t. Assist children with routines

u. Help to maintain health and safety of the children

v. Help children to establish sanitary habits

w. Observe accepted procedures for reporting accidents and signs of illness or discomfort in children

x. Assist in administering first aid

y. Work cooperatively with center staff and accept instructions and guidance from director

z Participate in staff planning and evaluation sessions concerning center policies and programs

aa. Help to evaluate own progress in meeting responsibilities to the center

bb. Observe policies of center concerning work schedules, absences, and health regulations

cc. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed

dd. Assume some responsibility for maintaining cleanliness and attractiveness of the center during the day

4. a, c, d, e, g

5. a, b, d, e

6. Discussion should include:

   a. To learn about himself and others through

      1) Being understood and accepted by the teacher and the child care aide even when he has mixed feelings

      2) Being helped to talk about his feelings and those of other children who behave similarly or differently

      3) Listening to stories about other people

   b. To develop social relationships through

      1) Participating in experiences, discussions, and stories

      2) Learning to share and respect rights of others

      3) Having opportunities to be possessive, stand up for himself, and discuss difficulties in group situations

   c. To learn about the outer world through

      1) Having simple experiences with natural phenomena

      2) Having a chance to see and take care of growing things

      3) Taking excursions within the community

      4) Being free to explore his environment

   d. To learn to deal with reality through

      1) Having real tasks, such as helping to clean

      2) Making things that are usable

      3) Fixing and repairing items appropriate for his age

   e. To have creative and aesthetic experiences through

      1) Listening to, responding to, and enjoying good music, story-telling, and poetry reading

      2) Receiving encouragement to be creative

      3) Participating in dramatic play

      4) Observing attractive pictures which are displayed on the center wall at his eye level

      5) Having freedom to use various media

f. To develop skills in both large and small muscle activities by
    1) Riding wheel toys and climbing other pieces of play equipment
    2) Participating in rhythmic activities
    3) Building with wood blocks, putting puzzles together, and stringing beads

g. To take responsibility for his bodily needs by
    1) Being helped to decide for himself when to go to the toilet and how much to eat at mealtime
    2) Being expected to wash his hands before eating and after toileting, to wipe himself properly and flush the toilet, and to wipe his nose when it is running

7. a. Maintain a routine
    b. Keep the time schedule flexible
    c. Plan sufficient time for routines
    d. Plan for a balance of activities
    e. Provide new experiences within the routine schedule

8. Discussion should include any three of the five areas below.
    a. Sleeping
        1) Rest and sleep are necessary for good health and continuous growth in young children
        2) Children of nursery school age need a morning rest period and afternoon sleep period
        3) Children in a group tire more easily than one or two children playing alone at home
        4) Adequate preparation is needed for a successful sleep or rest period
    b. Toileting
        1) Provide regular periods of toileting for younger children
        2) A record can be kept of all bowel movements
        3) Maintain a pleasant matter-of-fact attitude toward toileting
        4) Do not shame the child because of accidents

c. Washing

  1) All children wash hands and face just before the noon meal

  2) Wash hands and face again before going home

  3) Hands are also washed after toileting, after using clay, or as needed

  4) Children should wash hands under running water whenever possible

  5) A mirror hung at the level of the child's eye will be a source of satisfaction

d. Eating

  1) Find out the dietary requirements of children and plan the menu accordingly

  2) Be sure food is properly cooked and attractively served

  3) Plan meals at school in relation to what the child has at home

  4) Utilize all space and help at mealtime

  5) Do not keep children waiting after they have finished eating

  6) Do not expect children of nursery age to have formal table manners

  7) Let children feed themselves as much as possible

e. Dressing

  1) Emphasize the importance of comfortable and easy-to-clean clothes for children attending nursery school

  2) Allow children to assist in dressing themselves as soon as they are willing

  3) Let children dress in front of full length mirrors to create a positive self-concept

9. a, b, d, e, f, g

10. Any six of the following:

  a. Make parents feel welcome

  b. Tell parents what is expected of them

  c. Listen to questions of parents

d. Create an atmosphere of trust

e. Be careful in matters of the child's health

f. Respect the close feelings between parent and child

g. Provide reassurance to parents

h. Assist parents in gaining more confidence in themselves as parents

i. Help parents learn more about their children

j. Provide opportunities for parents to meet and learn through sharing their concerns with other parents

k. Hold individual conferences with parents

l. Encourage parental involvement in the center

m. Share daily experiences of children

11. Evaluated to the satisfaction of the instructor.

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to arrange in order the important events in the history of early childhood education. He should be able to discuss the viewpoints of Jean Piaget toward early childhood education and match the types of early childhood schools to their descriptions. He should be able to name the principal contribution of Marie Montessori and the major expectations in the Montessori method of early childhood education. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Arrange in order important events in the history of early childhood education.
2. Name the principal contribution of Marie Montessori.
3. List major expectations in the Montessori method of early childhood education.
4. Discuss viewpoints of Jean Piaget toward early childhood education.
5. Match the types of schools for early childhood education to their descriptions.
6. Complete an in-depth study on an aspect of the history of early childhood education.

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Assist students in finding further information about historical developments in early childhood education.

   F. Invite child development specialist to speak to class about changes which have occurred in recent years in early childhood education.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment Sheet #1--In-Depth Study of Early Childhood Education

   D. Test

   E. Answers to test

II. References:

A. Hess, Robert D. and Roberta Meyer Bear. *Early Education.* Chicago: Aldine Publishing Company, 1970.

B. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper and Ralph L. Witherspoon. *Good Schools for Young Children.* London: Macmillan Company, Collier-Macmillan Limited, 1971.

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

INFORMATION SHEET

I. Important events in the history of early childhood education

   A. Early 1800's--Frederick Froebel recognized the educational value of play and formulated the idea of kindergarten

   B. 1855--First kindergarten established in U.S.A.

   C. 1860's--First child care center established in U.S.A.

   D. 1873--First public school kindergarten established in U.S.A.

   E. 1907--Marie Montessori began her work

   F. 1940's--First government subsidy of child care center

   G. Early 1950's--Jean Piaget's research on children in the early years became known

   H. 1965--Head Start programs established

II. Principle contribution of Marie Montessori--Emphasis on learning and the importance of the environment in the learning process

III. Major expectations in the Montessori method

   A. Rigid scheduling of activities

   B. Reinforcement for accomplishment of tasks

   C. Systematic handling of materials

   D. Little free play of creative imagination

   E. Structured environment

   F. Individual self-guided tasks for the children

   (NOTE: These not only lead to concrete learnings but stimulate the development of the child's attention.)

   G. Environmental control of child's behavior rather than teacher control

INFORMATION SHEET

- H. Emphasis on classifying and ordering activities
- I. Materials designed so that learning occurs through activity
- J. Free selection of materials or activities at the child's own pace
- K. Materials constructed so as to require a minimum of instruction by the teacher
- L. Materials designed to be self-correcting
- M. Construction of a child-sized world

IV. Viewpoints of Jean Piaget

- A. Development occurs sequentially and in stages
- B. First few years of life are a period during which essential cognitive structures are formed
- C. Development of stages caused by interaction between maturation and the direct teaching of the environment

V. Types of schools

- A. Nursery school
    - 1. First of a series of units composing elementary education
    - 2. Includes children two and one half to four years of age
    - 3. May be public or nonpublic
    - 4. May be classified into various types
        - a. Cooperative nursery schools
        - b. Laboratory or research centers for an institution or agency
        - c. Sponsored nursery schools
        - d. Nursery schools for children with special needs
- B. Kindergarten
    - 1. Includes five-year-old children
    - 2. Furthers developmental growth

INFORMATION SHEET

3. May be classified into various types
    a. Public
    b. Church related
    c. Privately owned
    d. Company sponsored

C. Child development center
    1. Organized around a classroom of interest centers
    2. Provides a program for early diagnosis of problems
    3. Emphasizes the family as fundamental to the child's total development

D. School for disadvantaged children
    1. Program is designed to fit special needs of each child
    2. Lower teacher-child ratio
    3. Special training for teachers
    4. Parents actively involved in planning and following through with the activities

Example: Head Start

E. Guided observation nursery school/kindergarten
    1. Provides parent guidance and education
    2. May serve as a laboratory for the study of human growth and development

F. School for exceptional children
    1. Designed to meet the needs of the atypical child
    2. May have younger children
    3. Special training for teachers

G. Cooperative nursery school and/or kindergarten
    1. Parents contribute services and/or time to the program
    2. Intensive program of parent education provided

INFORMATION SHEET

H. Child care center and day nursery

1. May provide qualities desired of a good nursery school
2. May place emphasis on custodial care
3. May provide care for children of working mothers
4. May be organized to provide care for children from less privileged homes
5. Usually an all-day program

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

ASSIGNMENT SHEET #1--IN-DEPTH STUDY OF EARLY CHILDHOOD EDUCATION

Select any historical aspect of early childhood education, such as types or noted researchers. Complete an in-depth study and report your findings to the class.

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

TEST

1. Arrange in order important events in the history of early childhood education by placing a "1" beside the one occurring first, "2" beside the second, etc.

______a. First child care center established in U.S.A.

______b. Marie Montessori began her work

______c. First kindergarten established in U.S.A.

______d. First government subsidy of child care center

______e. Head Start programs established

______f. Jean Piaget's research on children in the early years became known

______g. Frederick Froebel recognized the educational value of play and formulated the idea of kindergarten

______h. First public school kindergarten established in U.S.A.

2. Name the principal contribution of Marie Montessori.

3. List seven major expectations in the Montessori method of early childhood education.

a.

b.

c.

d.

e.

f.

g.

4. Discuss viewpoints of Jean Piaget toward early childhood education.

5. Match types of schools for early childhood education on the right to their correct descriptions.

______a. First of a series of units composing elementary education

______b. Includes five-year-old children

______c. Emphasizes the family as fundamental to the child's total development

______d. Program is designed to fit special needs of each child

______e. May serve as a laboratory for the study of human growth and development

______f. Designed to meet the needs of the atypical child

______g. Parents contribute services and/or time to the program

______h. May place emphasis on custodial care

1. Kindergarten
2. School for exceptional children
3. Child development center
4. Guided observation nursery school/kindergarten
5. School for disadvantaged children
6. Nursery school
7. Cooperative nursery school and/or kindergarten
8. Child care center and day nursery

6. Complete an in-depth study on an aspect of the history of early childhood education.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

HISTORY OF EARLY CHILDHOOD EDUCATION
UNIT IV

ANSWERS TO TEST

1. a. 3
   b. 5
   c. 2
   d. 6
   e. 8
   f. 7
   g. 1
   h. 4

2. Emphasis on learning and the importance of the environment in the learning process

3. Any seven of the following are acceptable.
   a. Rigid scheduling of activities
   b. Reinforcement for accomplishment of tasks
   c. Systematic handling of materials
   d. Little free play of creative imagination
   e. Structured environment
   f. Individual self-guided tasks for the children
   g. Environmental control of child's behavior rather than teacher control
   h. Emphasis on classifying and ordering activities
   i. Materials designed so that learning occurs through activity
   j. Free selection of materials or activities at the child's own pace
   k. Materials constructed so as to require a minimum of instruction by the teacher
   l. Materials designed to be self-correcting
   m. Construction of a child-sized world

4. Discussion should include:

    a. Development occurs sequentially and in stages

    b. First few years of life are a period during which essential cognitive structures are formed

    c. Development of stages caused by interaction between maturation and the direct teaching of the environment

5. a. 6

    b. 1

    c. 3

    d. 5

    e. 4

    f. 2

    g. 7

    h. 8

6. Evaluated to the satisfaction of the instructor.

OBSERVATION OF CHILDREN
UNIT V

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list rules of good observation, guidelines to follow when observing children, and purposes of observing children. The student should be able to discuss information which is recorded during observation and demonstrate the ability to observe children. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the observation of children to the correct definitions.
2. State the purposes of observing children.
3. Select from a list initial questions which are determined through observation of children.
4. Select from a list rules of good observation.
5. List guidelines to follow when observing children.
6. Discuss information which is recorded during observation of children.
7. Match the fundamental assumptions about children used in observation to their implications.
8. Describe suggestions for making anecdotal observations of children.
9. Describe suggestions for making time recordings when observing children.
10. Demonstrate the ability to observe children.

OBSERVATION OF CHILDREN
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide opportunities for the students to observe children.

  F. Lead discussion on the students' completed observations.

  G. Provide other types of observation forms.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Observe children according to instructor.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Report of Observation

    2. Assignment Sheet #2--Observation Form for Social Development

D. Test

E. Answers to test

II. References:

A. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1968.

B. Todd, Vivian Edmiston and Helen Hefferman. *The Years Before School.* New York: The Macmillan Company, 1964.

OBSERVATION OF CHILDREN
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Anecdotal--Relating to short narrative of an interesting, amusing, or biographical incident

   B. Assumption--Taking for granted that something is true

   C. Time recording--Regular recording of happenings or information at periodic intervals

   D. Overt behavior--Behavior which is apparent or open to view

   E. Implication--Being involved as a result or consequence

II. Purposes of observing children

   A. To have a basis for an objective discussion about what children do

   B. To acquaint students or parents with individual children in a group

   C. To stimulate study of developmental characteristics of children

III. Initial questions determined through observation

   A. What is this child trying to do?

   B. What is he doing?

   C. How is his behavior related to his physical environment?

   D. How is his behavior related to the other people near him?

IV. Rules of good observation

   A. Practice noticing what is happening

   B. Recognize the importance of making and recording observations over a period of time

   C. Be objective, yet sensitive to the meaning of what is observed

V. Guidelines to follow when observing children

   A. Walk through a room without disturbing its occupants

   B. Sit quietly

INFORMATION SHEET

C. React to a curious child

D. Leave without attracting attention

E. Postpone observations if ill

F. Enter quietly, reporting to the coordinator or the nursery school director who will assign you to a group

G. Sit down as much as possible

(NOTE: Choose a place in the background but near enough to hear and see the children.)

H. Sit singly or in pairs rather than in conspicuous groups of three or four

(NOTE: Try to avoid talking together.)

I. Do not initiate conversation or play with the children

(NOTE: This takes them away from their own activities. Do not hesitate, however, to respond briefly to a child's friendliness.)

J. Avoid commenting on the children or laughing about their activities in their presence

K. Do not step into situations with the children unless there seems to be real danger

(NOTE: Situations which need handling are the teacher's responsibility.)

L. Make a note of questions which you may have

(NOTE: Use later opportunities to discuss questions with the coordinator, the director, or the classroom teacher.)

VI. Information recorded during observation

A. First

1. Date
2. Time
3. Place
4. Person recording
5. Name of child being observed
6. Age of child

INFORMATION SHEET

B. Second

1. What the child does
2. What he says in his own words
3. Overt behavior
4. Reactions of other children

C. Later--On the basis of the written record and the memory of the incident, the observer may make interpretations of what he observed

VII. Fundamental assumptions about children used in observation and their implications

A. Assumption--Children of a given chronological age have certain behavior in common

B. Implications

1. Plan individual and group activities in terms of age level
2. Interpret the behavior of children in relation to behavior characteristics of their age level

C. Assumption--Children often go through certain stages in their development

D. Implications

1. Identify developmental stages of concern to the family and to the physician
2. Guide children through developmental stages

E. Assumption--As a child grows up in this social order, he faces a series of problems

F. Implications

1. Identify the developmental problems of concern to each child
2. Help each child solve his current problems

G. Assumption--When he is physically, socially, emotionally, and intellectually ready, a child learns

H. Implications

1. Planning of activities should be based on observations of readiness
2. Each child is a unique individual who has his own timing in learning

INFORMATION SHEET

VIII. Suggestions for making anecdotal observations

- A. Write descriptively and vividly what actually happens
    1. Record conversations
    2. Note social contacts
    3. Record signs of emotional reactions

       (NOTE: Include negative expressions of hostility, aggression, resentment, anger, and guilt, as well as expressions of joy, pleasure, sympathy, and affection.)
- B. Record the age of each child and give the setting of the situation
- C. Use expressive and specific words

  Example: "Diana patted the clay" rather than "Diana played with the clay."
- D. Report what the child does and how he does it

  Example: "Billy rode the pony with a big smile on his face."
- E. Separate descriptions of what was said and done from interpretations

IX. Suggestions for making time recordings

- A. Record everything that the child does and says for at least 20 or 30 minutes, in order to obtain an accurate picture of a child's behavior pattern
- B. Give the age of the child and the setting for the child's activities
- C. Report vividly and specifically both what the child does and how he does it

  (NOTE: Put any interpretations in a separate column.)

OBSERVATION OF CHILDREN
UNIT V

ASSIGNMENT SHEET #1--REPORT OF OBSERVATION

According to the assignment made by your instructor, complete the following observation form. After you have become competent in recording what the children say and do, move on to more precise recordings which will give a feeling of the time elapsing as you observe. Then, a column entitled "Time" may be added at the left edge of the page to be used for recording the time of day for successive observations.

REPORT OF OBSERVATION

Observer____________________ Observations for______________

Observation of____________ Group in__________kindergarten nursery group

Date______________Time of day____________________

Situation:__________________________________

____

____

Children observed____________ _____ ____________ _____

Name Age Name Age

Behavior Observed	Comments
(What each child says and overt behavior of each)	(To be made later)

OBSERVATION OF CHILDREN
UNIT V

ASSIGNMENT SHEET#2--OBSERVATION FORM FOR SOCIAL DEVELOPMENT

An example of another type of observation form is shown below. Observe one child and then complete the form. Be prepared to discuss your observations in class.

Name of observer________________________ Date______________

Name of child__________________________ Time______________

1. Stage of play
   - a. Record each type of play in which you see the child engage.
   - b. Which type does he spend most time doing?
   - c. What is the most advanced type of play he does?
   - d. Is he up to norm for his age?
2. Sharing
   - a. Does the child take turns?
   - b. Does he share equipment, i.e., use something at the same time as another child?
3. Group participation
   - a. Does the child participate in group activities?
   - b. Do you think he enjoys it?
   - c. Does he take a turn being leader?
   - d. Does he participate in the music interpretation?
4. Cooperation
   - a. Does he willingly follow teacher's directions?
   - b. Is he helpful with pick-up time?
5. Social graces
   - a. Does the child say please?
   - b. Does the child say thank you?
   - c. Does he wait till all are served before eating?

ASSIGNMENT SHEET #2

6. Rights

   a. Does he respect the rights of others?

   b. Does he demand his own rights (not let others run over him)?

7. Poor social adjustment

   Does the child show evidence of any of the traits listed below? If so, state which and tell the incident that showed it.

   a. Grabbiness
   b. Shyness
   c. Bossiness
   d. Bullying
   e. Showing off
   f. Selfishness
   g. Self pity
   h. Conceit
   i. Negativism
   j. Dependence
   k. Tattling

OBSERVATION OF CHILDREN
UNIT V

TEST

1. Match the terms on the right to the correct definitions.

    ______a. Relating to short narrative of an interesting, amusing, or biographical incident

    ______b. Behavior which is apparent or open to view

    ______c. Taking for granted that something is true

    ______d. Regular recording of happenings or information at periodic intervals

    ______e. Being involved as a result or consequence

    1. Assumption
    2. Implication
    3. Anecdotal
    4. Time recording
    5. Overt behavior

2. State three purposes of observing children.

    a.

    b.

    c.

3. Select initial questions which are determined through observation of children by placing an "X" in the appropriate blanks.

    ______a. What kind of family does the child come from?

    ______b. How is his behavior related to his physical environment?

    ______c. What is this child trying to do?

    ______d. What is he doing?

    ______e. What does the child think of his teacher?

    ______f. How is his behavior related to the other people near him?

4. Select rules of good observation by placing an "X" in the appropriate blanks.

    ______a. Recognize the importance of making and recording observations over a period of time

    ______b. Be objective, yet sensitive to the meaning of what is observed ______c. Practice noticing what is happening

______d. Ask children a variety of questions to get their opinions and feelings

5. List six guidelines to follow when observing children.

a.

b.

c.

d.

e.

f.

6. Discuss information which is recorded during observation of children.

7. Match the fundamental assumptions about children used in observations to their implications on the left.

______a. Each child is a unique individual who has his own timing in learning

______b. Help each child solve his current problems

______c. Guide children through developmental stages

______d. Interpret the behavior of children in relation to behavior characteristics of their age level

______e. Plan individual and group activities in terms of age level

______f. Identify developmental stages of concern to the family and to the physician

______g. Identify the developmental problems of concern to each child

______h. Planning of activities should be based on observations of readiness

1. Children often go through certain stages in their development

2. When he is physically, socially, emotionally, and intellectually ready, a child learns

3. Children of a given chronological age have certain behavior in common

4. As a child grows up in this social order, he faces a series of problems

8. Describe suggestions for making anecdotal observations of children.

9. Describe suggestions for making time recordings when observing children.

10. Demonstrate the ability to observe children.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

OBSERVATION OF CHILDREN
UNIT V

ANSWERS TO TEST

1. a. 3
   b. 5
   c. 1
   d. 4
   e. 2

2. a. To have a basis for an objective discussion about what children do
   b. To acquaint students or parents with individual children in a group
   c. To stimulate study of developmental characteristics of children

3. b, c, d, f

4. a, b, c

5. Any six of the following:
   a. Walk through a room without disturbing its occupants
   b. Sit quietly
   c. React to a curious child
   d. Leave without attracting attention
   e. Postpone observations if ill
   f. Enter quietly, reporting to the coordinator or the nursery school director who will assign you to a group
   g. Sit down as much as possible
   h. Sit singly or in pairs rather than in conspicuous groups of three or four
   i. Do not initiate conversation or play with the children
   j. Avoid commenting on the children or laughing about their activities in their presence

- k. Do not step into situations with the children unless there seems to be real danger
- l. Make a note of questions which you may have

6. Discussion should include:
   - a. First
     1. Date
     2. Time
     3. Place
     4. Person recording
     5. Name of child being observed
     6. Age of child
   - b. Second
     1. What the child does
     2. What he says in his own words
     3. Overt behavior
     4. Reactions of other children
   - c. Later--On the basis of the written record and the memory of the incident, the observer may make interpretations of what he observed

7. a. 2
   - b. 4
   - c. 1
   - d. 3
   - e. 3
   - f. 1
   - g. 4
   - h. 2

8. Description should include:
    a. Write descriptively and vividly what actually happens
        1. Record conversations
        2. Note social contacts
        3. Record signs of emotional reactions
    b. Record the age of each child and give the setting of the situation
    c. Use expressive and specific words
    d. Report what the child does and how he does it
    e. Separate descriptions of what was said and done from interpretations
9. Description should include:
    a. Record everything that the child does and says for at least 20 or 30 minutes, in order to obtain an accurate picture of a child's behavior pattern
    b. Give the age of the child and the setting for the child's activities
    c. Report vividly and specifically both what the child does and how he does it
10. Evaluated to the satisfaction of the instructor.

PARENT
EDUCATION
SECTION C

BEGINNING A FAMILY
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to describe ways roles and attitudes change with a child in the family, methods of planning a family, and signs and symptoms of pregnancy. The student should be able to list resources available to and needs of prospective families and financial needs related to becoming a parent. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with beginning a family to the correct definitions.
2. Describe ways in which roles, attitudes, and emotions may change when there is an infant in the family.
3. List four means of acquiring a family.
4. List five factors to consider when planning a family.
5. List four local health and medical resources available to prospective parents.
6. List six health habits or practices of parents which affect the growth and development of children.
7. Describe financial needs related to preparation for a new baby.
8. Discuss reasons for and methods of becoming adoptive or foster parents.
9. Describe possible symptoms and signs of pregnancy.
10. Analyze the expenses incurred during the prenatal and postnatal period.

BEGINNING A FAMILY
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Write the word "PARENTHOOD" vertically on the chalkboard. Beside each letter give characteristics of parents.

  Examples: Patient, Anxious, Resourceful, Energetic, Nice, Trusting, Honest, Obligated, Obliging, Diligent

- F. Lead class discussion on unplanned pregnancy and family planning.
- G. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment Sheet #1--Financial Needs
- D. Test
- E. Answers to test

II. References:

A. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

B. Anderson, Barbara G. *Obstetrics for the Nurse.* Albany, New York: Delmar Publishers, 1972.

C. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

D. Brisbane, Holly E. and Audrey Palm Riker. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

E. *Child Development.* Lubbock, Texas: Home Economics Instructional Materials Center, 1971.

BEGINNING A FAMILY
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Family--A related group living together and sharing a common dwelling, a common table, and a common purse

  B. Parent--One who bears or acquires children

  C. Adoption--Taking a child into a relationship by choice

  D. Spouse--Married person; husband or wife

II. Changes of roles, attitudes, and emotions when there is an infant in the family

  A. All family members

    1. May have to share more responsibility for space, time, money, and household tasks

    2. May have to share and rearrange time and physical assistance for special needs of the infant

    3. Provide new opportunity for love and affection

  B. Father

    1. Gains new responsibilities

    2. Should take active part in guidance and care of children

    3. Should give wife a feeling of security and confidence through his encouragement and understanding

    4. Should give more assistance with household tasks

    5. Provides new opportunity for love and affection

  C. Mother

    1. Gains new responsibilities

    2. May change attitudes toward child behavior when she has one of her own

    3. Will have to share time with child as well as husband

    4. Will have less time for self

    5. Provides new opportunity for love and affection

INFORMATION SHEET

- D. Other children
    - 1. May have to give up some of their privileges
    - 2. May need more attention
    - 3. May feel love or may feel jealousy towards the new arrival
    - 4. Should get opportunity to grow in responsibility
    - 5. Gain a playmate
    - 6. Develop new type of love

III. Means of acquiring a family

- A. Childbearing
- B. Adoption
- C. Stepchildren
- D. Foster children
- E. Legal ward

IV. Factors to consider when planning a family

- A. Health of parents
- B. Money that is likely to be available
- C. Expectations for each child
- D. Circumstances of jobs of parents
- E. Goals in living
- F. Religious beliefs
- G. Age
- H. Size of family
- I. Health of other children
- J. Special needs of family members
- K. Spacing of children
- L. Extra space that may be needed
- M. Over population of the world

INFORMATION SHEET

V. Local health and medical resources available to prospective parents

  A. Doctors and nurses

  B. County health department

  C. Hospital classes for prospective parents

  D. Planned Parenthood Association

  E. Red Cross

  F. Library

  G. Religious groups

  H. Baby clinics

VI. Health habits or practices which affect growth and development of children

  A. Dietary habits

  B. Exercise

  C. Smoking

  D. Drinking

  E. Use of drugs

  F. Child abuse

  (NOTE: Many others may be added to this list.)

VII. Financial needs related to preparation for a new baby

  A. Medical care

  B. Additional clothing

    1. Mother

    2. Baby

  C. Housing

    1. May need more space

    2. Extra furnishings and equipment

INFORMATION SHEET

D. Food--Additional dietary requirements
    1. Mother
    2. Baby

VIII. Becoming adoptive or foster parents
  A. Reasons for
    1. May not be physically able to bear children
    2. May want another child without increasing population
    3. May want children of opposite sexes
    4. May want personal satisfaction of becoming adoptive or foster parents
  B. Methods
    1. Adoption
      a. Arranged by professional people

         Examples: Doctors, lawyers
      b. Adoption agencies
        1) Church
        2) Private
        3) State
      c. Marriage

         (NOTE: When one parent remarries, the spouse may adopt the children.)
      d. Death of family members

         (NOTE: A person may decide to adopt children of deceased family members.)
    2. Foster parents
      a. Paid by the state for care of children
      b. May be on either a short-term or long-term basis

(NOTE: Other methods, both legal and illegal, are available.)

INFORMATION SHEET

IX. Symptoms and signs of pregnancy

- A. Missed menstrual period
- B. Morning nausea
- C. Frequency of urination
- D. Enlargement or tenderness of breasts

BEGINNING A FAMILY
UNIT I

ASSIGNMENT SHEET #1--FINANCIAL NEEDS

1. Analyze the expenses incurred during the prenatal and postnatal periods by interviewing new or expectant parents and hospital staff to determine expenses they incurred during these periods. Report your findings to the class.

2. Investigate maternity benefits in health insurance policies. Determine whether these benefits are advantageous.

3. Devise ways of economizing on specific expenditures during the prenatal and postnatal periods.

   Examples: Making crib sheets out of old sheets, using plastic dishpan for bathtub, refinishing furniture, and making maternity clothes

   (NOTE: Discussion may be held on careful means of making furniture.)

BEGINNING A FAMILY
UNIT I

TEST

1. Match the terms on the right to the correct definition.

    _____a. One who bears or acquires children

    _____b. Married person; husband or wife

    _____c. A related group living together and sharing a common dwelling, a common table, and a common purse

    _____d. Taking by choice a child into a relationship

    1. Spouse
    2. Adoption
    3. Parent
    4. Family

2. Describe ways in which roles, attitudes, and emotions may change when there is an infant in the family.

3. List four means of acquiring a family.

    a.

    b.

    c.

    d.

4. List five factors to consider when planning a family.

   a.

   b.

   c.

   d.

   e.

5. List four local health and medical resources available to prospective parents.

   a.

   b.

   c.

   d.

6. List six health habits or practices of parents which affect the growth and development of children.

   a.

   b.

   c.

   d.

   e.

   f.

7. Describe financial needs related to preparation for a new baby.

8. Discuss reasons for and methods of becoming adoptive or foster parents.

9. Describe possible symptoms and signs of pregnancy.

10. Analyze the expenses incurred during the prenatal and postnatal period.

    (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

BEGINNING A FAMILY
UNIT I

ANSWERS TO TEST

1. a. 3

   b. 1

   c. 4

   d. 2

2. Description should include:

   a. All family members

      1) May have to share more responsibility for space, time, money, and household tasks

      2) May have to share and rearrange time and physical assistance for special needs of the infant

      3) Provides new opportunity for love and affection

   b. Father

      1) Gains new responsibilities

      2) Should take active part in guidance and care of children

      3) Should give wife a feeling of security and confidence through his encouragement and understanding

      4) Should give more assistance with household tasks

      5) Provides new opportunity for love and affection

   c. Mother

      1) Gains new responsibilities

      2) May change attitudes toward child behavior when she has one of her own

      3) Will have to share time with child as well as husband

      4) Will have less time for self

      5) Provides new opportunity for love and affection

- d. Other children
    - 1) May have to give up some of their privileges
    - 2) May need more attention
    - 3) May feel love or may feel jealousy towards the new arrival
    - 4) Should get opportunity to grow in responsibility
    - 5) Gain a playmate
    - 6) Develop new type of love

3. Any four of the following
    - a. Childbearing
    - b. Adoption
    - c. Stepchildren
    - d. Foster children
    - e. Legal ward
4. Any five of the following
    - a. Health of parents
    - b. Money that is likely to be available
    - c. Expectations for each child
    - d. Circumstances of jobs of parents
    - e. Goals in living
    - f. Religious beliefs
    - g. Age
    - h. Size of family
    - i. Health of other children
    - j. Special needs of family members
    - k. Spacing of children
    - l. Extra spcae that may be needed
    - m. Over population of the world

5. Any four of the following
   - a. Doctors and nurses
   - b. County health department
   - c. Hospital classes for prospective parents
   - d. Planned Parenthood Association
   - e. Red Cross
   - f. Library
   - g. Religious groups
   - h. Baby clinics

6. a. Dietary habits
   - b. Exercise
   - c. Smoking
   - d. Drinking
   - e. Use of drugs
   - f. Child abuse

   (NOTE: Students may use resources which were discussed in class.)

7. Description should include:
   - a. Medical care
   - b. Additional clothing
     - 1) Mother
     - 2) Baby
   - c. Housing
     - 1) May need more space
     - 2) Extra furnishings and equipment
   - d. Food--Additional dietary requirements
     - 1) Mother
     - 2) Baby

8. Discussion should include:
   a. Reasons for
      1) May not be physically able to bear children
      2) May want another child without increasing population
      3) May want a child of opposite sexes
      4) May want personal satisfaction of becoming adoptive or foster parents
   b. Methods
      1) Adoption
         a) Arranged by professional people
         b) Adoption agencies
            1) Church
            2) Private
            3) State
         c) Marriage
         d) Death of family members
      2) Foster parents
         a) Paid by the state for care of children
         b) May be on either a short-term or long-term basis
9. Description should include:
   a. Missed menstrual period
   b. Morning nausea
   c. Frequency of urination
   d. Enlargement or tenderness of breasts
10. Evaluated to the satisfaction of the instructor.

PRENATAL CARE
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list factors to consider in selecting a doctor, describe the physical development of the fetus, and distinguish between facts and fallacies of pregnancy. The student should be able to list factors which influence prenatal development, distinguish between normal discomforts and danger signals during pregnancy, and discuss rest and exercise during pregnancy. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with prenatal care to the correct definition.
2. Discuss the importance of early medical care.
3. List five factors to consider in selecting a doctor.
4. Describe the procedures involved in the first examination and subsequent visits to the doctor.
5. Describe the average physical development of the ovum, embryo, and fetus during the prenatal period.
6. Distinguish between facts and fallacies of pregnancy.
7. List four ways clothing affects the comfort and attitude of the mother-to-be.
8. Describe nutritional needs of the expectant mother.
9. List eight factors which influence prenatal development.
10. Distinguish between normal discomforts and danger signals during pregnancy.
11. Discuss the role of rest and exercise during pregnancy.
12. List physical changes which occur during pregnancy.
13. Complete a medical history form as if she were an expectant mother.
14. List general considerations in selecting a maternity wardrobe.

PRENATAL CARE
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Invite medical personnel to explain the importance of medical care early in pregnancy and to answer student's questions.

   G. Obtain films, filmstrips, books, charts, or pamplets illustrating physical changes which occur during pregnancy.

   H. Invite clothing salesperson to bring and discuss various types of maternity fashions to the class.

   I. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete and discuss assignment sheets.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Transparency masters

1. TM 1--First Four Months of Development
2. TM 2--Fetal Development: Fifth and Sixth Month
3. TM 3--End of Ninth Month

D. Assignment sheets

1. Assignment Sheet #1--Physical Changes During Pregnancy
2. Assignment Sheet #2--Medical History of the Expectant Mother
3. Assignment Sheet #3--Selection of Maternity Clothes

E. Test

F. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

C. Riehl, C. Luise. *Family Nursing and Child Care.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1966.

D. Anderson, Barbara G. *Obstetrics for the Nurse.* Albany, New York: Delmar Publishers, 1972.

E. *Understanding Conception and Contraception.* Raritan, New Jersey: Ortho Pharmaceutical Corporation, 1967.

PRENATAL CARE
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Prenatal--Occurring or existing before birth

   B. Ovum--Female cell or egg

   C. Fetus--Developing human from three months after conception to birth

   D. Embryo--Organism in earliest stages within the mother's body

   E. Rh condition--Incompatibility between the mother's and the baby's blood

   F. Obstetrician--One who specializes in the prenatal and postnatal care of mother and baby

II. Importance of early medical care

   A. Provides a review of medical history of mother and possibly father

   B. Determines present state of health

   C. Builds security and trusting relationship with doctor

   D. Provides basis for counseling

III. Factors to consider in selecting a doctor

   A. Location

   B. Cost

   C. Availability

   D. Personality

   E. Medical methods and procedures

   F. Association with hospital

IV. Procedures involved in first examination and subsequent visits

   A. Measurements

      1. Weight

      2. Blood pressure

      3. Pulse

INFORMATION SHEET

B. Laboratory tests

  1. Urinalysis
  2. Blood
     a. Count
     b. Type

C. Physical examination

  1. Heart
  2. Lungs
  3. Breasts
  4. Abdomen
  5. Pelvis
  6. Vagina

D. Questions about past injuries or illnesses

(NOTE: This is called the patient's medical history.)

E. Discussion of patient's problems or questions

V. Average physical development of ovum, embryo, and fetus

A. First month (Transparency 1)

  1. Implantation occurs
  2. Egg barely visible to naked eye
  3. Begins to grow rapidly
  4. Placenta begins to form

B. End of second month (Transparency 1)

  1. Face completely formed
  2. Arms, legs, hands, and feet partially formed
  3. Stubby toes and fingers

INFORMATION SHEET

4. Looks very much like a miniature infant
5. Length--About one inch
6. Weight--One-fifteenth ounce

C. End of third month (Transparency 1)

1. Arms, legs, hands, feet, fingers, and toes fully formed
2. Nails appear
3. Ears completely formed
4. External genital organs begin to show clear differences
5. When brain signals, muscles respond and fetus kicks
6. Arms bend at wrists and elbows; fingers close
7. Eyes tightly shut; purses lips and opens mouth
8. Brain not sufficiently organized to control reflexes
9. Length--Three inches
10. Weight--One ounce

D. End of fourth month (Transparency 1)

1. Sex easily observed
2. Fetal movements and heart may be heard with stethoscope
3. Fine, downlike hair covers body
4. Skin pinker and less transparent
5. Eyebrows and eyelashes appear
6. Length--Eight and one-half inches
7. Weight--Six ounces

E. End of fifth month (Transparency 2)

1. Hair appears on head
2. Fat being deposited under skin
3. If born, may live a few minutes

   (NOTE: In a few instances, babies born at this time have survived.)

INFORMATION SHEET

4. Length--Twelve inches
5. Weight--One pound

F. End of sixth month (Transparency 2)

1. Fetus covered with cheeselike secretion
2. Skin wrinkled
3. Hair on head fairly well developed
4. Eyes open
5. When born prematurely, approximately one in ten survives
6. Length--Fourteen inches
7. Weight--Two pounds

G. End of seventh month

1. Length--Sixteen inches
2. Weight--Three pounds, twelve ounces

(NOTE: The age-old superstition that a baby born in the seventh month will do better than one born in the eighth is entirely false. Each day nearer term makes a child's chances for survival much better.)

H. End of eighth month

1. Child has better than ninety percent likelihood for survival
2. Length--Eighteen inches
3. Weight--Five pounds, four ounces

I. End of ninth month (Transparency 3)

1. Full term
2. Skin smooth, polished-looking; still covered by cheeselike secretion
3. No downlike hair except on shoulders and arms
4. Head hair one inch long

INFORMATION SHEET

5. Nails protrude beyond ends of fingers and toes
6. Eyes usually slate color; impossible to predict final tone
7. Average circumference of head equals circumference of shoulders
8. Length--Twenty inches
9. Weight--Seven pounds, six ounces

VI. Facts and fallacies of pregnancy

A. Fallacies

1. If the mother is frightened by something, the baby will be marked like the object which scared her
2. If the mother is nervous, the baby will act nervous
3. Foods that are not liked by the mother will not be liked by the baby
4. Strawberries eaten by the mother will cause a strawberry birthmark on the baby
5. A pregnant woman handling fresh meat may cause it to spoil
6. Lifting hand above head may injure the unborn child
7. Sleeping in one position may cause a deformed child
8. A woman loses a tooth for every child
9. The mother is eating for two; therefore she must eat twice as much
10. If the mother listens to good music and looks at good paintings, chances are the baby will grow up to be a musician or painter
11. The mother should not cross her legs; it will tangle the umbilical cord
12. It is bad luck to buy things for the baby in advance

B. Facts--Most of the old wives' tales about pregnancy, repeated from generation to generation, are totally untrue. If the mother is told something unsettling about her or the baby, she should consult her doctor

INFORMATION SHEET

VII. Ways clothing affects comfort and attitude of mother-to-be

   A. Allows for expansion

   B. Ease of care

   C. Adds to self-confidence and attractiveness

   D. Gives support

VIII. Nutritional needs of expectant mother

   A. Bread--Four servings daily unless weight gain is excessive

   B. Meat--Two servings daily including liver once a week and one egg daily

   C. Vegetables and fruits--Four or more servings daily

   D. Milk--Nutritional equivalent of one quart daily

   (NOTE: This pattern may be adjusted under doctor's guidance.)

IX. Factors which influence prenatal development

   A. Age of mother

   B. Rh factor

   C. Diseases

   D. Incompatibility of genes

   E. Abnormalities in chromosomes

   F. Drugs

   G. X rays

   H. Diet

   I. Venereal disease

   J. Alcoholism

   K. Smoking

   (NOTE: Any or all of these factors may cause birth defects.)

INFORMATION SHEET

X. Normal discomforts and danger signals during pregnancy

A. Normal discomforts

1. Nausea and vomiting
2. Heartburn
3. Distress after eating
4. Flatulence

   (NOTE: This is a condition of having gas in the stomach or intestine.)
5. Swelling of feet
6. Varicose veins
7. Hemorrhoids
8. Leg cramps
9. Constipation
10. Shortness of breath
11. Backache
12. Vaginal discharge
13. Itching
14. Mouth watering

B. Danger signals

1. Vaginal bleeding, no matter how slight
2. Severe, continuous headache
3. Swelling of face or fingers
4. Dimness or blurring of vision
5. Pain in the abdomen
6. Persistent vomiting
7. Chills and fever
8. Sudden escape of fluid from vagina

INFORMATION SHEET

XI. Role of exercise and rest during pregnancy

A. Exercise

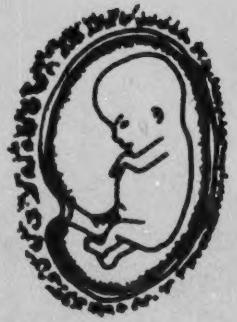
1. Helpful in maintaining muscle tone
2. Maintains correct carriage and posture
3. Gets mother-to-be into fresh air
4. Improves circulation, appetite, and digestion
5. Helps elimination
6. Helps mother-to-be sleep better

B. Rest

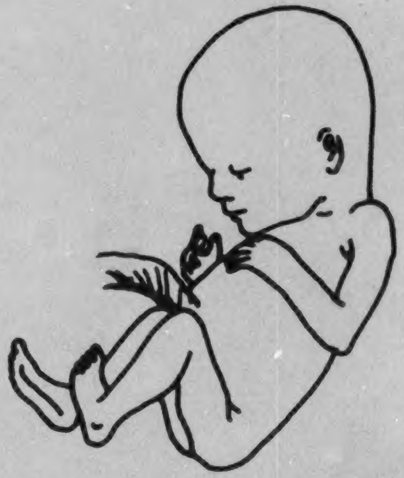
1. Relieves burden on legs and arches
2. Reduces swelling
3. Helps prevent varicose veins
4. May prevent excessive tiring which could cause
    a. Premature birth
    b. Bleeding
5. Improves overall condition of health

First Four Months of Development

THE FIRST TWO WEEKS
Actual Size

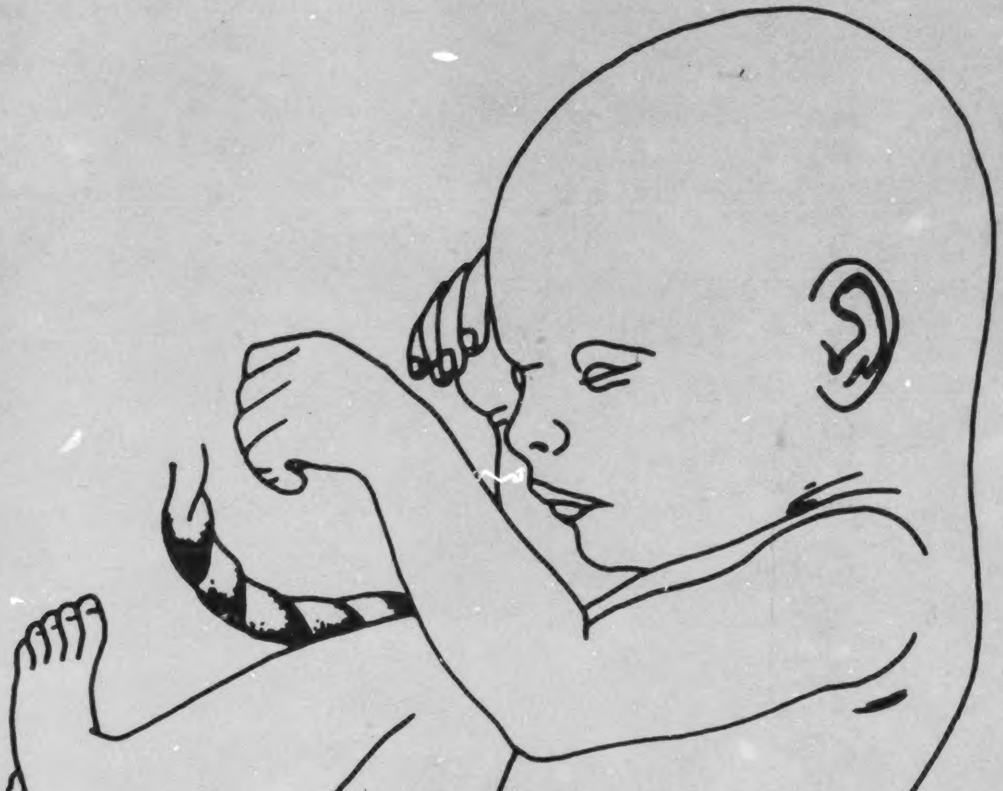


FIRST and SECOND MONTH
Actual Size

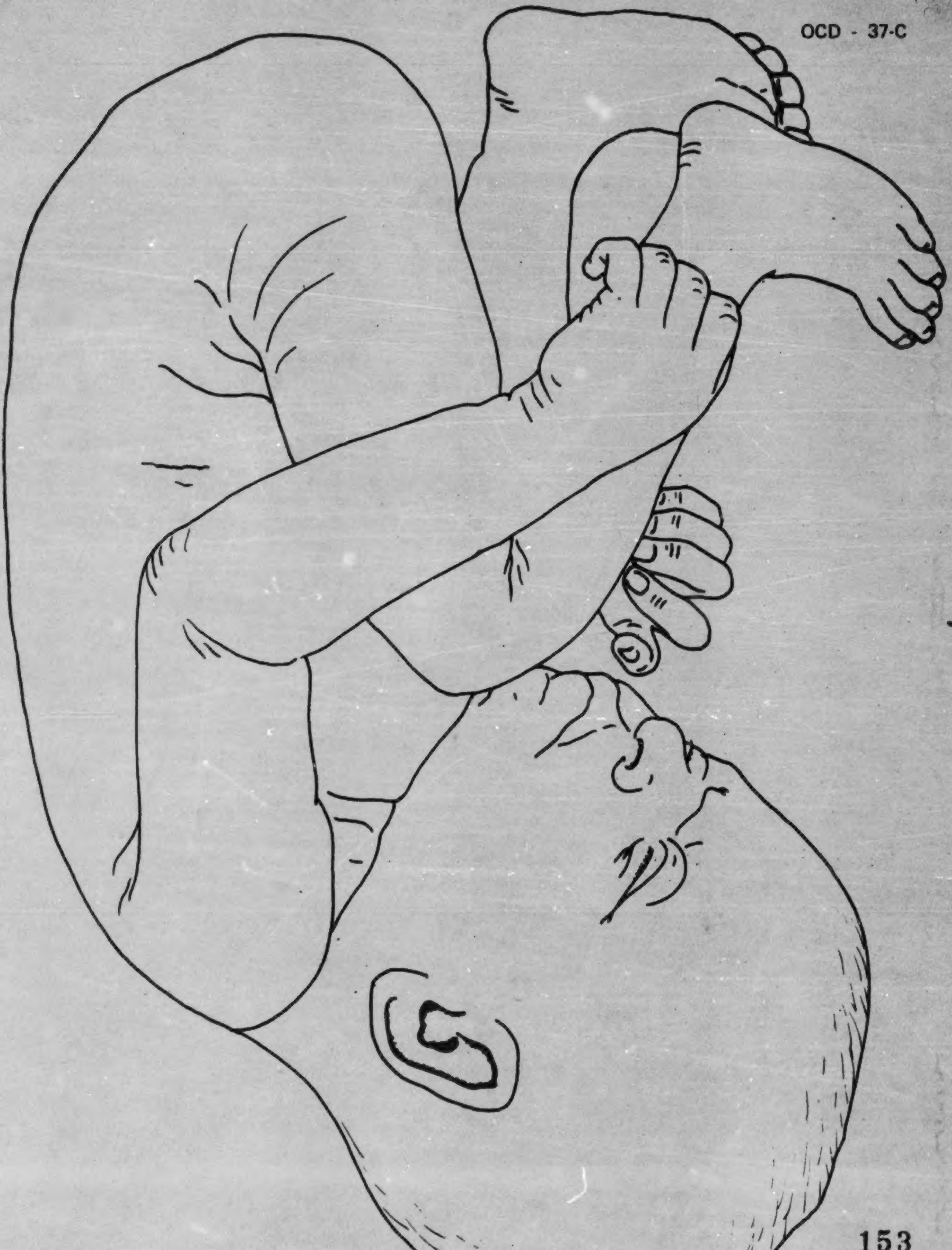


THIRD and FOURTH MONTH
Actual Size

Fetal Development--
Fifth and Sixth Month



Actual Size



End of Ninth Month

PRENATAL CARE
UNIT II

ASSIGNMENT SHEET #1--PHYSICAL CHANGES DURING PREGNANCY

View transparencies, films, filmstrips, charts, diagrams, or pamphlets illustrating physical changes which occur during pregnancy. Make a list of those which occur, such as enlargement of breasts, change in posture, and other physical changes.

PRENATAL CARE
UNIT II

ASSIGNMENT SHEET #2--MEDICAL HISTORY OF THE EXPECTANT MOTHER

1. Complete the medical history form on the following page as if you were an expectant mother.
2. Why is this history obtained by the doctor early in the pregnancy?
3. How can the history aid the doctor in anticipating possible problems?

PRENATAL RECORD

Hospital	Doctor				Date
Hosp. No.	Office No.	Insurance			
Pt.s Name	Age	Race	Relig.	Country of Birth	Occupation
Address	Phone	Marital Status S M W D Sep.		Years Married	Education
Name of Father of Child	Age	Ht.	Wt.	Significant disease	
Business Address	Business Phone	Occupation			Education

FAMILY HISTORY: (Tbc, Hypertension, Heart D., Diabetes, Neuro-Psych., Epilepsy, Allergies, Mult. Births, Congenital Anom.)

MENSTRUAL HISTORY: Onset at Yrs.	Interval Days	Duration Days	Amt.
Months Preg. Attempted	L.M.P.	Normal?	E.D.C.

PRIOR MEDICAL HISTORY	✓ Pos.	Remarks (Include date and time of Rx)	HISTORY SINCE LAST MENSTRUAL PERIOD	✓ Pos.	Remarks (Include date and time of Rx)
Kidney Disease			Nausea		
Heart Disease			Vomiting		
Hypertension			Indigestion		
Rheumatic Fever			Constipation		
Tuberculosis			Headache		
Venereal Disease			Bleeding (Specify)		
Gyn. Disorder			Vaginal Discharge		
German Measles			Edema		
Nervous & Mental			Abdominal Pain		
Diabetes			Urinary Complaints		
Thyroid Dysfunction			German Measles		
Phlebitis, Varicosities			Other Virus		
Epilepsy			Radiation (Specify)		
Drug Sensitivity			Accidents		
Allergies			Medications		
Blood Dyscrasia					
Blood Transfusions					
Rh, ABO Sensitivity					
Operations, Accidents					

SUMMARY OF PREVIOUS PREGNANCIES	Full Term	Premature	Abortions	Now Alive	Mult. Births

No.	Year	Place of Confinement	Dur. of Gestation	Dur. of Labor	Type of Delivery	Born A or D	Weight	Complications Maternal	Complications Child

Form developed jointly by the Committee on Maternal and Child Care of the American Medical Association and the American College of Obstetricians and Gynecologists.

PRENATAL CARE
UNIT II

ASSIGNMENT SHEET #3--SELECTION OF MATERNITY CLOTHES

1. List general considerations in selecting a maternity wardrobe, such as cost, ease of care, attractiveness, or expansivity.

2. List necessary items for a basic maternity wardrobe.

3. Discuss ways needs may vary according to activities, climate, season, or life style.

PRENATAL CARE
UNIT II

TEST

1. Match the terms on the right to the correct definition.

_____a. Incompatibility between the mother's and the baby's blood

_____b. Occurring or existing before birth

_____c. Developing human from three months after conception to birth

_____d. Organism in earliest stages within the mother's body

_____e. One who specializes in the prenatal and postnatal care of mother and baby

_____f. Female cell or egg

1. Embryo
2. Prenatal
3. Rh condition
4. Fetus
5. Ovum
6. Obstetrician

2. Discuss the importance of early medical care.

3. List five factors to consider in selecting a doctor.

a.

b.

c.

d.

e.

4. Describe the procedures involved in the first examination and subsequent visits to the doctor.

5. Describe the average physical development of the ovum, embryo, and fetus during the prenatal period.

6. Distinguish between facts and fallacies of pregnancy by placing an "X" to the left of the facts and an "F" to the left of the fallacies.

   ______a. Sleeping in one position may cause a deformed child.

   ______b. A pregnant woman handling fresh meat may cause it to spoil.

   ______c. The mother is eating for two; therefore she must eat twice as much.

   ______d. It is bad luck to buy things for the baby in advance.

   ______e. The mother should not cross her legs; it will tangle the umbilical cord.

7. List four ways clothing affects the comfort and attitude of the mother-to-be.

   a.

   b.

   c.

   d.

8. Describe nutritional needs of the expectant mother.

9. List eight factors which influence prenatal development.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

10. Distinguish between normal discomforts and danger signals during pregnancy by placing an "X" to the left of the discomforts and a "D" to the left of the danger signals.

_____a. Heartburn

_____b. Chills and fever

_____c. Persistent vomiting

_____d. Nausea and vomiting

_____e. Flatulence

_____f. Severe, continuous headache

_____g. Backache

_____h. Swelling of face or fingers

_____i. Swelling of feet

_____j. Leg cramps

11. Discuss the role of rest and exercise during pregnancy.

12. List physical changes which occur during pregnancy.

13. Complete a medical history form as if she were an expectant mother.

14. List general considerations in selecting a maternity wardrobe.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

PRENATAL CARE
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 4
   d. 1
   e. 6
   f. 5
2. Discussion should include:
   a. Provides a review of medical history of mother and possibly father
   b. Determines present state of health
   c. Builds security and trusting relationship with doctor
   d. Provides basis for counseling
3. Any five of the following
   a. Location
   b. Cost
   c. Availability
   d. Personality
   e. Medical methods and procedures
   f. Association with hospital
4. Description should include:
   a. Measurements
      1) Weight
      2) Blood pressure
      3) Pulse
   b. Laboratory tests
      1) Urinalysis
      2) Blood
         a) Count
         b) Type

c. Physical examination

    1) Heart

    2) Lungs

    3) Breasts

    4) Abdomen

    5) Pelvis

    6) Vagina

d. Questions about past injuries or illnesses

e. Discussion of patient's problems or questions

5. Description should include:

a. First month

    1) Implantation occurs

    2) Egg barely visible to naked eye

    3) Begins to grow rapidly

    4) Placenta begins to form

b. End of second month

    1) Face completely formed

    2) Arms, legs, hands, and feet partially formed

    3) Stubby toes and fingers

    4) Looks very much like a miniature infant

    5) Length--About one inch

    6) Weight--One-fifteenth ounce

c. End of third month

    1) Arms, legs, hands, feet, fingers, and toes fully formed

    2) Nails appear

    3) Ears completely formed

    4) External genital organs begin to show clear differences

5) When brain signals, muscles respond and fetus kicks
6) Arms bend at wrists and elbows; fingers close
7) Eyes tightly shut; purses lips and opens mouth
8) Brain not sufficiently organized to control reflexes
9) Length--Three inches
10) Weight--One ounce

d. End of fourth month

1) Sex easily observed
2) Fetal movements and heart may be heard with stethoscope
3) Fine, downlike hair covers body
4) Skin pinker and less transparent
5) Eyebrows and eyelashes appear
6) Length--Eight and one-half inches
7) Weight--Six ounces

e. End of fifth month

1) Hair appears on head
2) Fat being deposited under skin
3) If born, may live a few minutes
4) Length--Twelve inches
5) Weight--One pound

f. End of sixth month

1) Fetus covered with cheeselike secretion
2) Skin wrinkled
3) Hair on head fairly well developed
4) Eyes open
5) When born prematurely, approximately one in ten survives
6) Length--Fourteen inches
7) Weight--Two pounds

- g. End of seventh month
    - 1) Length--Sixteen inches
    - 2) Weight--Three pounds, twelve ounces
- h. End of eighth month
    - 1) Child has better than ninety percent likelihood for survival
    - 2) Length--Eighteen inches
    - 3) Weight--Five pounds, four ounces
- i. End of ninth month
    - 1) Full term
    - 2) Skin smooth, polished-looking; still covered by cheeselike secretion
    - 3) No downlike hair except on shoulders and arms
    - 4) Head hair one inch long
    - 5) Nails protrude beyond ends of fingers and toes
    - 6) Eyes usually slate color; impossible to predict final tone
    - 7) Average circumference of head equals circumference of shoulders
    - 8) Length--Twenty inches
    - 9) Weight--Seven pounds, six ounces

6. a. F
    - b. F
    - c. F
    - d. F
    - e. F

7. a. Allows for expansion
    - b. Ease of care
    - c. Adds to self-confidence and attractiveness
    - d. Gives support

8. Description should include:
   a. Bread--Four servings daily unless weight gain is excessive
   b. Meat--Two servings daily including liver once a week and one egg daily
   c. Vegetables and fruits--Four or more servings daily
   d. Milk--Nutritional equivalent of one quart daily
9. Any eight of the following
   a. Age of mother
   b. Rh factor
   c. Diseases
   d. Incompatibility of genes
   e. Abnormalities in chromosomes
   f. Drugs
   g. X rays
   h. Diet
   i. Venereal disease
   j. Alcoholism
   k. Smoking
10. a. X
   b. D
   c. D
   d. X
   e. X
   f. D
   g. X
   h. D
   i. X
   j. X

11. Discussion should include:
    a. Exercise
        1) Helpful in maintaining muscle tone
        2) Maintains correct carriage and posture
        3) Gets mother-to-be into fresh air
        4) Improves circulation, appetite, and digestion
        5) Helps elimination
        6) Helps mother-to-be sleep better
    b. Rest
        1) Relieves burden on legs and arches
        2) Reduces swelling
        3) Helps prevent varicose veins
        4) May prevent excessive tiring which could cause
            a) Premature birth
            b) Bleeding
        5) Improves overall condition of health
12. Evaluated to the satisfaction of the instructor.
13. Evaluated to the satisfaction of the instructor.
14. Evaluated to the satisfaction of the instructor.

THE BIRTH AND DELIVERY OF THE BABY
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list signs of approaching delivery, discuss the process of labor and delivery, and describe the appearance, care, and needs of the newborn baby. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the birth and delivery of the baby to the correct definition.
2. List three possible signs of approaching delivery.
3. Discuss the process of labor and delivery.
4. List six steps taken in immediate care of the newborn baby.
5. Describe the appearance of the average newborn baby.
6. List five needs of the newborn baby.

THE BIRTH AND DELIVERY OF THE BABY
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information sheet.

   C. Discuss terminal and specific objectives.

   D. Discuss information sheet.

   E. Invite resource person such as a doctor or nurse to speak to the class about the birth and delivery of a baby including the use of anesthetics.

   F. Show film on birth of a baby.

   G. Take field trip to hospital.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Test

   D. Answers to test

II. References:

   A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

C. Riehl, C. Luise. *Family Nursing and Child Care.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1966.

THE BIRTH AND DELIVERY OF THE BABY
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Labor--Physiological process by which the fetus is expelled from the uterus at term

  B. Delivery--Act of giving birth

  C. Uterus--Female organ for protection and nourishment of the fetus

  D. Placenta--Structure in the uterus through which the fetus derives its nourishment

  E. Umbilical cord--A cord arising from the navel that connects the fetus with the placenta

  F. Amniotic sac--The sac enclosing the fetus

  G. Natural childbirth--Birth of child without the use of anesthetics

II. Possible signs of approaching delivery

  A. Vaginal discharge consisting of thick, stringy mucus streaked with blood

  B. Rupture of the bag of waters

  C. Regular contractions of the uterus

III. Process of labor and delivery

  A. Uterine contractions begin

  (NOTE: These begin slowly and increase gradually. The muscles alternately contract and relax and keep the tissues from tearing.)

  B. When the cervix is stretched to its fullest extent, the abdominal muscles and the diaphragm join the muscles of the uterus to push the baby out

  (NOTE: This is where the mother must help--if she is able. She takes a deep breath, holds it, and pushes with each contraction.)

  C. The baby slips down a little farther each time, then moves back slightly as the muscles relax

  D. The mother relaxes as the contractions lift so that she is ready for the next push

INFORMATION SHEET

E. The baby is born

F. The placenta is expelled after the baby is born

(NOTE: This is done in an effort by the uterus to rid itself of any foreign body.)

IV. Steps taken in immediate care of the newborn baby

A. If the baby does not breathe at once, the doctor will give emergency assistance thereby stimulating him to his first cry

B. The doctor clamps, cuts, and ties the umbilical cord

C. Baby is placed in a warm blanket

D. Eyes are wiped and drops of one percent silver nitrate are put in them

(NOTE: This is done to avoid infection which might occur from the baby's passage through the birth canal.)

E. An indelible copy of his footprint is made for public records

(NOTE: Mother's thumbprint is taken at this same time.)

F. A band bearing his family name is clamped to the wrist

V. Appearance of the average newborn baby

A. Weight--Five to ten pounds

B. Length--Eighteen and one-half to twenty-one inches

C. Head--Looks too big for his body

D. Neck--Not prominent

E. Legs--Bowed and spindly

F. Eyes--Usually blue

G. Hair--Rather thin or none at all

H. Skin--Covered with a cheesy sort of material; underneath, the skin is very soft

VI. Needs of the newborn baby

A. Food

INFORMATION SHEET

B. Sleep

C. Love

D. Understanding

E. Protection

THE BIRTH AND DELIVERY OF THE BABY
UNIT III

TEST

1. Match the terms on the right to the correct definition.

   _____a. Structure in the uterus through which the fetus derives its nourishment

   _____b. Physiological process by which the fetus is expelled from the uterus at term

   _____c. Female organ for protection and nourishment of the fetus

   _____d. Act of giving birth

   _____e. A cord arising from the navel that connects the fetus with the placenta

   _____f. The sac enclosing the fetus

   _____g. Birth of child without the use of anesthetics

   1. Delivery
   2. Uterus
   3. Placenta
   4. Labor
   5. Amniotic sac
   6. Natural childbirth
   7. Umbilical cord

2. List three possible signs of approaching delivery.

   a.

   b.

   c.

3. Discuss the process of labor and delivery.

4. List six steps taken in the immediate care of the newborn baby.
   a.
   b.
   c.
   d.
   e.
   f.

5. Describe the appearance of the average newborn baby.

6. List five needs of the newborn baby.
   a.
   b.
   c.
   d.
   e.

THE BIRTH AND DELIVERY OF THE BABY
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 5
   g. 6

2. a. Vaginal discharge consisting of thick, stringy mucus streaked with blood
   b. Rupture of the bag of waters
   c. Regular contractions of the uterus

3. Discussion should include:
   a. Uterine contractions begin
   b. When the cervix is stretched to its fullest extent, the abdominal muscles and the diaphragm join the muscles of the uterus to push the baby out
   c. The baby slips down a little farther each time, then moves back slightly as the muscles relax
   d. The mother relaxes as the contractions lift so that she is ready for the next push
   e. The baby is born
   f. The placenta is expelled after the baby is born

4. a. If the baby does not breathe at once, the doctor will give emergency assistance thereby stimulating him to his first cry
   b. The doctor clamps, cuts, and ties the umbilical cord
   c. Baby is placed in a warm blanket
   d. Eyes are wiped and drops of one percent silver nitrate are put in them
   e. An indelible copy of his footprint is made for public records
   f. A band bearing his family name is clamped to the wrist

5. Description should include:
   a. Weight--Five to ten pounds
   b. Length--Eighteen and one-half to twenty-one inches

c. Head--Looks too big for his body

d. Neck--Not prominent

e. Legs--Bowed and spindly

f. Eyes--Usually blue

g. Hair--Rather thin or none at all

h. Skin--Covered with a cheesy sort of material; underneath, the skin is very soft

6. a. Food

b. Sleep

c. Love

d. Understanding

e. Protection

CARE OF MOTHER
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list areas of concern and developmental tasks and select from a list the reasons for a follow-up examination. The student should be able to discuss reasons for postpartum blues, describe care of the breasts, and construct a timetable for the postnatal period. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with care of the mother to the correct definition.
2. Select from a list the normal characteristics of a new mother after birth.
3. Select from a list the reasons for a mother's follow-up examination.
4. List six areas of concern for the mother during the postnatal period.
5. Discuss reasons for a new mother's postpartum blues.
6. List five developmental tasks for the mother of the infant.
7. Describe care of the breasts when breast feeding the baby.
8. Construct a timetable for the postnatal period.

CARE OF MOTHER
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Provide resources to be used in completion of assignment sheet.
- F. Invite a mother who has experienced postpartum blues to speak to the class.

  (NOTE: She might also tell of some of her experiences with outside help and extra guests just after the birth of her baby.)
- G. Invite a nurse to the class to discuss the postnatal examination.
- H. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Listen to outside speakers who make presentations in class.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment Sheet #1--Construct a Timetable

  - D. Test
  - E. Answers to test

II. References:

A. Anderson, Barbara G. *Obstetrics for the Nurse.* Albany, New York: Delmar Publishers, 1972.

B. Duvall, Evelyn Millis. *Family Development,* Fourth Edition. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1971.

C. Riehl, C. Luise. *Family Nursing and Child Care.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1966.

CARE OF MOTHER
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Postnatal--Time period immediately following birth

   (NOTE: Postnatal is sometimes referred to as postpartum.)

   B. Lactation--Function of secreting milk

   C. Involution--Process of organs returning to their normal size and condition after childbirth

   D. Colostrum--First secretion from the breasts before the onset of true lactation two or three days after delivery

   (NOTE: This is often referred to as first milk.)

   E. Postpartum blues--A period of depression sometimes occurring after childbirth

   F. Developmental task--Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishment leads to success in later tasks

II. Normal characteristics of a new mother

   A. Feels tired

   B. Discharges lochia from the uterus

   (NOTE: The lochia is made up of blood and the old lining of the uterus and continues about three weeks.)

   C. May have abdominal cramps

   (NOTE: These are caused by the uterine muscles contracting in an effort to return to normal and expel the lochia. Breast feeding also often starts "after pains" which decrease as the uterus muscle tone returns.)

   D. May be constipated

   E. May have difficulty in urinating

   F. May lack equilibrium

III. Reasons for mother's follow-up examination

   A. Give opportunity for the patient to discuss any possible problems with the doctor

INFORMATION SHEET

B. Inspect cervix

(NOTE: It is essential in terms of future health that the cervix be completely healed before discharge from medical care for this pregnancy.)

C. Receive physical examination

D. Discuss family planning

IV. Areas of concern for the new mother

A. Exercise

(NOTE: Exercise with caution according to doctor's directions.)

B. Diet

C. Physical activities

D. Personal hygiene

E. Lactation

F. Postpartum blues

V. Reasons for postpartum blues

(NOTE: New mothers may or may not experience postpartum blues.)

A. New role of mother in addition to being a wife

B. Added responsibilities

C. Limited or no experience in caring for infants

D. Discouragement caused by added work

Example: Keeping the baby clean and dry seems to be an ever-present challenge at first as the diaper pail fills up at an alarming rate, or so it seems to the young mother who assumes as one of her responsiblities the daily laundry connected with infant care

E. Fatigue caused by lack of sleep

(NOTE: Many a newborn takes time to adjust to day and night schedules at home, and his howls between 2:00 and 4:00 a.m. not only rob his parents of sleep, but also increase their insecurity about their competency in caring for him.)

F. Lack of security

G. Father's possible lack of sensitivity to the newborn

INFORMATION SHEET

VI. Developmental tasks of the mother of the infant

- A. Accepting multiple roles
- B. Accepting and adjusting to the strains and pressures of young motherhood
- C. Learning how to care for her infant with competence and assurance
- D. Establishing and maintaining healthful routines for the young family
- E. Providing full opportunities for the child's development
- F. Sharing the responsibilities of parenthood with her husband and/or others
- G. Maintaining a satisfying relationship with her husband
- H. Making satisfactory adjustments to the practical realities of life
- I. Keeping alive some sense of personal autonomy through young motherhood
- J. Exploring and developing the satisfying sense of being a family

VII. Care of the breasts when breast feeding the baby

- A. Wear a supportive nursing brassiere
- B. Protect nipples from cracks

  (NOTE: These are a likely entrance for infection.)

  1. Wash before and after each nursing
  2. Protect from rough clothing
  3. Release the baby's jaws before drawing the nipple from his mouth
  4. Put the whole nipple in his mouth so his jaws close beyond its base

     (NOTE: Special care of such problems as inverted nipples should be given.)

CARE OF MOTHER
UNIT IV

ASSIGNMENT SHEET #1--CONSTRUCT A TIMETABLE

Prepare a calendar or chart noting physical changes and things the new mother should do each week during the postnatal period. Use resource people, books, magazines, and other sources to determine this information.

Physical Changes	Things the New Mother Should Do
Example: Return of pelvis to normal position	Examples: Exercise and eat the proper foods

(NOTE: To be evaluated to the satisfaction of the instructor.)

CARE OF MOTHER
UNIT IV

TEST

1. Match the terms on the right to the correct definition.

______a. Time period immediately following birth

______b. Function of secreting milk

______c. Process of organs returning to their normal size and condition after childbirth

______d. First secretion from the breasts before the onset of true lactation two or three days after delivery

______e. Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishment leads to success in later tasks

______f. A period of depression sometimes occurring after childbirth

1. Lactation
2. Colostrum
3. Postnatal
4. Involution
5. Postpartum blues
6. Developmental task

2. Select and place an "X" to the left of the normal characteristics of a new mother after birth.

______a. May lack equilibrium

______b. May have abdominal cramps

______c. Severe bleeding

______d. Feels tired

______e. Fever

______f. Discharges lochia from the uterus

______g. May be constipated

______h. May be chilled

______i. May have difficulty in urinating

3. Select and place an "X" to the left of the reasons for a mother's follow-up examination.

   ______a. Receive physical examination

   ______b. Determine nutritional needs of the infant

   ______c. Inspect cervix

   ______d. Discuss family planning

   ______e. Give opportunity for the patient to discuss any possible problems with the doctor

   ______f. Weigh the baby

4. List six areas of concern for the mother during the postnatal period.

   a.

   b.

   c.

   d.

   e.

   f.

5. Discuss reasons for a new mother's postpartum blues.

6. List five developmental tasks for the mother of the infant.

   a.

   b.

   c.

   d.

   e.

7. Describe care of the breasts when breast feeding the baby.

8. Construct a timetable for the postnatal period.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

CARE OF MOTHER
UNIT IV

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 4
   d. 2
   e. 6
   f. 5
2. a, b, d, f, g, i
3. a, c, d, e
4. a. Exercise
   b. Diet
   c. Physical activities
   d. Personal hygiene
   e. Lactation
   f. Postpartum blues
5. Discussion should include:
   a. New role of mother in addition to being a wife
   b. Added responsibilities
   c. Limited or no experience in caring for infants
   d. Discouragement caused by added work
   e. Fatigue caused by lack of sleep
   f. Lack of security
   g. Father's possible lack of sensitivity to the newborn
6. Any five of the following
   a. Accepting multiple roles
   b. Accepting and adjusting to the strains and pressures of young motherhood

c. Learning how to care for her infant with competence and assurance
d. Establishing and maintaining healthful routines for the young family
e. Providing full opportunities for the child's development
f. Sharing the responsibilities of parenthood with her husband and/or others
g. Maintaining a satisfying relationship with her husband
h. Making satisfactory adjustments to the practical realities of life
i. Keeping alive some sense of personal autonomy through young motherhood
j. Exploring and developing the satisfying sense of being a family

7. Description should include:
    a. Wear a supportive nursing brassiere
    b. Protect nipples from cracks
        1) Wash before and after each nursing
        2) Protect from rough clothing
        3) Release the baby's jaws before drawing the nipple from his mouth
        4) Put the whole nipple in his mouth so his jaws close beyond its base
8. Evaluated to the satisfaction of the instructor.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list costs, adjustments, and parental responsibilities after the birth of the baby. The student should be able to discuss common mistakes and family rituals and select from a list problems and advantages of being gainfully employed as a mother. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term management.
2. List items which require additional costs after the birth of the baby.
3. List adjustments which have to be made after the birth of the baby.
4. List parental responsibilities of the mother and father.
5. Discuss common mistakes made by parents after the birth of children.
6. List developmental tasks of the childbearing family.
7. Select from a list problems which may be encountered by a mother who is also gainfully employed.
8. Select from a list advantages of being gainfully employed as a mother.
9. Estimate the amount of time spent in care of the baby.
10. List ways to distribute time after the birth of the baby.
11. Plan a schedule for a working mother.
12. Calculate costs after the birth of a baby.
13. List factors to consider in selection of child care facilities.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Invite resource people to speak to the class as individuals or as a panel. Possible guests could be a set of parents and two mothers, one who is and one who is not gainfully employed.

  F. Provide field trip to give students an opportunity to determine costs. If a field trip is not possible, catalogs may be used.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheet by interviewing a parent for further information.

  D. Prepare questions to ask the invited guests about management of the household and of self after the birth of the baby.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Estimate Time in Care of Baby

    2. Assignment Sheet #2--Ways to Save Time

3. Assignment Sheet #3--Plan Schedule

4. Assignment Sheet #4--Calculate Costs

5. Assignment Sheet #5--Child Care Facilities

D. Test

E. Answers to test

II. References:

A. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley, Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw-Hill Book Company, 1972.

B. Craig, Hazel Thompson. *Thresholds to Adult Living.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1969.

C. Duvall, Evelyn Millis. *Family Development,* Fourth Edition. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1971.

D. Starr, Mary Catharine. *Management for Better Living.* Lexington, Massachusetts: D. C. Heath and Company, 1968.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

INFORMATION SHEET

I. Management--Using what a person has to get what he wants

II. Additional costs after the baby comes

   A. Food for baby

   B. Doctor bills

   (NOTE: The baby should have regular checkups.)

   C. Clothes

   D. Toys

   E. Baby furnishings

   F. Additional laundry

   G. Child care if the mother is employed outside the home

   H. Baby-sitting for other activities

III. Adjustments which have to be made

   A. Money for additional expenditures

   B. Space for baby's things within the home

   C. Time to be used for personal and recreational activities

   D. Energy to be used in the care of the baby

   E. Time to be shared with husband

   F. Life-style

   G. Travel

IV. Parental responsibilities

   A. Manager of family income

   B. Smooth running of household

   C. Agreement on guidance techniques

INFORMATION SHEET

- D. Child care
- E. Family leadership
- F. Share in household tasks

  (NOTE: These responsibilities may differ among families.)

V. Common mistakes made by new parents

- A. Too much money is spent on clothes and furniture for the baby
- B. Parents neglect each other
- C. Parents neglect themselves

  (NOTE: A woman may become so occupied with her children that she pays little attention to her personal appearance.)

VI. Developmental tasks of the childbearing family

- A. Adapting housing arrangements for the life of the little child
- B. Meeting the costs of family living at the childbearing stage
- C. Reworking patterns of mutual responsibility and accountability
- D. Re-establishing mutually satisfying sexual relationships
- E. Refining intellectual and emotional communication systems for childbearing and rearing
- F. Re-establishing working relationships with relatives
- G. Fitting into community life as a young family
- H. Planning to have or not to have further children in the family
- I. Reworking a suitable philosophy of life as a family

VII. Problems encountered by gainfully employed mothers

- A. Unable to spend adequate amount and quality of time with children
- B. Unable to keep a neat and clean home
- C. Difficult to find adequate child care facilities
- D. Difficult to fulfill family obligations
- E. Guilt feelings develop
- F. Patience may be short

INFORMATION SHEET

VIII. Advantages of being gainfully employed as a mother

A. May provide or supplement the needed family's income

B. Satisfaction from her job may make the mother a more well-adjusted person

C. May provide funds to meet additional expenditures

D. May provide personal satisfaction

E. Quality of relationship with children may be greater

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ASSIGNMENT SHEET #1--ESTIMATE TIME IN CARE OF BABY

Complete the following chart by listing the tasks involved in the care of a baby and the approximate amount of time needed daily to complete each task. You will need to interview a parent in order to obtain this information.

TASK	AMOUNT OF TIME

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ASSIGNMENT SHEET #2--WAYS TO SAVE TIME

List ways to distribute time for self, husband, and/or other family members after the birth of the baby.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ASSIGNMENT SHEET #3--PLAN SCHEDULE

A mother's daily schedule differs when she is gainfully employed outside the home. Assume that you have small children at home. Plan your schedule for the family as if you were working full-time.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ASSIGNMENT SHEET #4--CALCULATE COSTS

I. Calculate expected costs in the family after the birth of a baby. A field trip, newspapers, or catalogs will assist in determining this information.

II. Compare the cost of:

   A. Diaper service

   B. Disposable diapers

   C. Ownership and care of cloth diapers

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ASSIGNMENT SHEET #5--CHILD CARE FACILITIES

After the birth of a baby, there are times when the need for child care facilities arises so that the parents can participate in other activities or assume other responsibilities. List factors which you will consider in the selection of child care facilities for your baby.

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

TEST

1. Define the term management.
2. List six items which require additional costs after the birth of the baby.
   a.
   b.
   c.
   d.
   e.
   f.
3. List five adjustments which have to be made after the birth of the baby.
   a.
   b.
   c.
   d.
   e.
4. List four parental responsibilities of the mother and father.
   a.
   b.
   c.
   d.
5. Discuss common mistakes made by parents after the birth of children.

6. List five developmental tasks of the childbearing family.

   a.

   b.

   c.

   d.

   e.

7. Select from the list below the problems which may be encountered by a mother who is also gainfully employed by placing an "X" in the blanks provided.

   ______a. Guilt feelings develop

   ______b. Unable to keep a neat and clean home

   ______c. Unable to spend adequate amount and quality of time with children

   ______d. Difficult to fulfill family obligations

   ______e. Patience may be short

   ______f. Difficult to find adequate child care facilities

8. Select from the list below the advantages of being gainfully employed as a mother by placing an "X" in the blanks provided.

   ______a. May provide personal satisfaction

   ______b. May provide for or supplement the needed family's income

   ______c. May provide funds to meet additional expenditures

   ______d. Give greater amount of time to be with children

   ______e. Quality of relationship with children may be greater

   ______f. Satisfaction from her job may make the mother a more well-adjusted person

9. Estimate the amount of time spent in care of the baby.

10. List ways to distribute time after the birth of the baby.

11. Plan a schedule for a working mother.

12. Calculate costs after the birth of a baby.

13. List factors to consider in selection of child care facilities.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

MANAGEMENT OF PARENT RESPONSIBILITIES
UNIT V

ANSWERS TO TEST

1. Using what a person has to get what he wants
2. Any six of the following
   a. Food for baby
   b. Doctor bills
   c. Clothes
   d. Toys
   e. Baby furnishings
   f. Additional laundry
   g. Child care if the mother is employed outside the home
   h. Baby-sitting for other activities
3. Any five of the following
   a. Money for additional expenditures
   b. Space for baby's things within the home
   c. Time to be used for personal and recreational activities
   d. Energy to be used in the care of the baby
   e. Time to be shared with husband
   f. Life-style
   g. Travel
4. Any four of the following
   a. Manager of family income
   b. Smooth running of household
   c. Agreement on guidance techniques
   d. Child care

   e. Family leadership
   f. Share in household tasks

5. Discussion should include:
   a. Too much money spent on clothes and furniture for the baby
   b. Parents neglect each other
   c. Parents neglect themselves

6. Any five of the following
   a. Adapting housing arrangements for the life of the little child
   b. Meeting the costs of family living at the childbearing stage
   c. Reworking patterns of mutual responsibility and accountability
   d. Re-establishing mutually satisfying sexual relationships
   e. Refining intellectual and emotional communication systems for childbearing and rearing
   f. Re-establishing working relationships with relatives
   g. Fitting into community life as a young family
   h. Planning to have or not to have further children in the family
   i. Reworking a suitable philosophy of life as a family

7. a, b, c, d, e, f

8. a, b, c, e, f

9. Evaluated to the satisfaction of the instructor.

10. Evaluated to the satisfaction of the instructor.

11. Evaluated to the satisfaction of the instructor.

12. Evaluated to the satisfaction of the instructor.

13. Evaluated to the satisfaction of the instructor.

INFANCY
UNIT VI

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list forms of food, factors to consider in feeding, bathing, and clothing a baby, needs of the infant, and parental responsibilities. The student should be able to list factors which influence sleep habits and discuss the importance of careful holding and lifting of the baby. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with infancy to the correct definition.
2. Name forms of foods.
3. List factors to consider when feeding a baby.
4. List factors to consider in bathing a baby.
5. Describe the procedure for bathing and dressing a baby.
6. List factors to consider in the selection of infant's clothing.
7. List factors which influence development of sleep habits.
8. Discuss the importance of careful holding and lifting of the baby.
9. Name the end result the infant's care may have on his overall development.
10. List responsibilities important to desirable parent-child relationships.
11. Select influences on an infant's development from a list.
12. List needs of the infant which may necessitate adjustments in family routines.

INFANCY
UNIT VI

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information sheet.

   C. Discuss terminal and specific objectives.

   D. Discuss information sheet.

   E. Invite new parents to the class so that they might be interviewed by the students to determine needs and adjustments in family routines made since the birth of their baby.

   F. Provide opportunity for the students to practice bathing, feeding, and dressing a child.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Interview new parents to determine needs and changes in family routines during the postnatal period.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Test

   D. Answers to test

II. References:

A. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Riehl, C. Luise. *Family Nursing and Child Care.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1974.

C. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

INFANCY
UNIT VI

INFORMATION SHEET

I. Terms and definitions

  A. Infancy--Early childhood

  B. Development--Gradual growth to full size or maturity

  C. Postnatal--Happening after birth

  D. Hygiene--Observance of health rules

II. Forms of foods

  A. Liquid

  Examples: Milk, formula

  B. Semi-solid

  Examples: Baby food, junior foods

  C. Solid

  Examples: Foods in their natural states or as normally served to adults

III. Factors to consider when feeding a baby

  A. Give small amounts of new foods at first

  B. Expect a mess

  C. Encourage the child to feed himself as soon as he can

  D. A baby's appetite varies

  E. Amount of food needed depends upon the age and weight of the baby

  F. Swallowing semi-solids depends upon the digestive system or swallowing mechanism

  G. A baby reacts to tenseness or uncertainty of the person feeding him

  (NOTE: An adult's likes and dislikes may be transferred to the child.)

  H. Avoid new foods if there are any major changes occurring in the baby's life

INFORMATION SHEET

I. Spitting out of a new food is a natural reaction and does not necessarily mean dislike

J. Infants should be held; bottles should not be propped

IV. Factors to consider in bathing a baby

A. Should be relaxed time for mother and baby

B. Should be at a regular time period each day

C. Complete the bath before playing in the water

D. Give a sponge bath until the navel heals

E. Provide a warm place with no drafts

F. Working surface should be sturdy

(NOTE: Baby is quick to sense insecurity, which can frighten him.)

G. A baby should never be left alone in a room while in the tub

H. A baby should not be allowed to climb or stand while bathing

V. Procedure for bathing and dressing a baby

A. Bathing

1. Wash baby's face with clean water and cloth; pat dry

(NOTE: Do not rub because the baby's tender skin is easily irritated.)

2. Use two or three inches of water in the tub

(NOTE: This proves best the first few times so the strange sensation does not frighten the baby.)

3. Test the temperature of the bath water

(NOTE: It should beel lukewarm or about the temperature of the baby's body.)

4. Use a firm grip when placing him in the tub

a. Slide left wrist under baby's head

b. Grasp his left arm beneath the armpit

c. Slide right hand under his thighs, gripping his left leg above the knee

INFORMATION SHEET

5. Place him in the tub

6. Wash the baby

   a. Retain same grip with left hand, supporting the back and head

   b. Rinse with right hand

   c. Turn over with both hands

   d. Support chest when back is rinsed

7. Lift from the water with same grip

8. Place on clean towel

9. Cover immediately to prevent chilling; pat dry

B. Dressing

1. Lay baby in position on open shirt

2. Reach inside the sleeve from the cuff end

3. Grasp baby's hand

4. Pull the sleeve on

5. Repeat for other hand and arm

   (NOTE: If added long sleeve garments will be worn, assemble them together first and put them on as one.)

6. Fasten

   (NOTE: Simple tie fasteners are preferable to buttons or pins.)

7. Fold and apply diaper

   (NOTE: Dipaers should be folded and applied so there is most cloth where there is the most need for it. If safety pins are used, place two fingers of one hand inside diaper next to his skin while pinning with the other.)

8. Wrap in lightweight blanket

INFORMATION SHEET

VI. Factors to consider in the selection of infant's clothing

- A. Simplicity
- B. Constructed to give maximum freedom for arms and legs
- C. Provide ease in laundering
- D. Should give warmth
- E. Lightweight
- F. Should not have tight bands
- G. Flat and smooth seams
- H. Large openings for the head

  (NOTE: Babies hate to have clothes pulled tighly over their faces and their arms tugged as the shirt is put on.)
- I. Avoid shirts with a string around the neck to prevent strangling
- J. Fasteners should be sewn on tightly
- K. Should be sturdy and comfortable

VII. Factors which influence development of sleep habits

- A. Good ventilation
- B. Uniform temperature

  (NOTE: Temperature of the sleeping room should be between 60 and 72 degrees.)
- C. Separate bed

  (NOTE: This gives better air, more freedom, and no danger of being smothered or rolled upon.)
- D. Specific associations such as a soft toy or blanket are conducive to sleep
- E. Rituals such as washing and undressing help put the child in the right frame of mind for sleep
- F. Have regular sleeptimes

INFORMATION SHEET

G. A crib should be used as a place to sleep, not as a playpen

H. The child should know what to expect at bedtime

I. Separate room if possible

VIII. Importance of careful holding and lifting of the baby

A. Baby learns to know adults and the world by the way he is handled

B. Gentle handling teaches the child that the world is a good place to be and that he is loved

(NOTE: The baby can become angry or frightened by rough handling.)

C. The baby's spine and head need support

(NOTE: A baby should never be lifted by his arms.)

D. Baby needs the close contact of being held by an adult

IX. End result of infant's care on overall development--Proper health care may mean survival and optimal health of the infant

X. Responsibilities important to desirable parent-child relationships

A. Affection

B. Healthy atmosphere

C. Understanding

D. Love

E. Security

F. Physical needs

G. Support

H. Verbal communication

XI. Influences on an infant's development

A. Parental relationship

B. Heredity

C. Prenatal environment

INFORMATION SHEET

- D. Society
- E. Personal and religious values of parents
- F. Customs of country

XII. Needs of the infant which may necessitate adjustments in family routines

- A. Sleep
- B. Regular feedings
- C. Regular bathing
- D. Being awake at night
- E. Baby's clothing

INFANCY
UNIT VI

TEST

1. Match the terms on the right to the correct definition.

_____a. Observance of health rules

_____b. Happening after birth

_____c. Gradual growth to full size or maturity

_____d. Early childhood

1. Postnatal

2. Infancy

3. Hygiene

4. Development

2. Name three forms of foods.

a.

b.

c.

3. List six factors to consider when feeding a baby.

a.

b.

c.

d.

e.

f.

4. List five factors to consider in bathing a baby.

a.

b.

c.

d.

e.

5. Describe the procedure for bathing and dressing a baby.

6. List six factors to consider in the selection of infant's clothing.

   a.

   b.

   c.

   d.

   e.

   f.

7. List four factors which influence development of sleep habits.

   a.

   b.

   c.

   d.

8. Discuss the importance of careful holding and lifting of the baby.

9. Name the end result the infant's care may have on his overall development.

10. List eight responsibilities important to desirable parent-child relationships.

a.

b.

c.

d.

e.

f.

g.

h.

11. Select from the list below influences on an infant's development by placing an "X" in the blanks provided.

______a. Society

______b. Prenatal environment

______c. Make of parents' car

______d. Brand of baby food

______e. Heredity

______f. Customs of country

______g. Parental relationship

______h. Having too much hair at birth

12. List five needs of the infant which may necessitate adjustments in family routines.

a.

b.

c.

d.

e.

INFANCY
UNIT VI

ANSWERS TO TEST

1. a. 3

   b. 1

   c. 4

   d. 2

2. a. Liquid

   b. Semi-solid

   c. Solid

3. Any six of the following

   a. Give small amounts of new foods at first

   b. Expect a mess

   c. Encourage the child to feed himself as soon as he can

   d. A baby's appetite varies

   e. Amount of food needed depends upon the age and weight of the baby

   f. Swallowing semi-solids depends upon the digestive system or swallowing mechanism

   g. A baby reacts to tenseness or uncertainty of the person feeding him

   h. Avoid new foods if there are any major changes occurring in the baby's life

   i. Spitting out of a new food is a natural reaction and does not necessarily mean dislike

   j. Infants should be held; bottles should not be propped

4. Any five of the following

   a. Should be a relaxed time for mother and baby

   b. Should be at a regular time period each day

- c. Complete the bath before playing in the water
- d. Give a sponge bath until the navel heals
- e. Provide a warm place with no drafts
- f. Working surface should be sturdy
- g. A baby should never be left alone in a room while in the tub
- h. A baby should not be allowed to climb or stand while bathing

5. Description should include:

- a. Bathing
  - 1) Wash baby's face with clean water and cloth; pat dry
  - 2) Use two or three inches of water in the tub
  - 3) Test the temperature of the bath water
  - 4) Use a firm grip when placing him in the bath tub
    - a) Slide left wrist under baby's head
    - b) Grasp his left arm beneath the armpit
    - c) Slide right hand under his thighs, gripping his left leg above the knee
  - 5) Place him in the tub
  - 6) Wash the baby
    - a) Retain same grip with left hand, supporting the back and head
    - b) Rinse with right hand
    - c) Turn over with both hands
    - d) Support chest when back is rinsed
  - 7) Lift from the water with same grip
  - 8) Place on clean towel
  - 9) Cover immediately to prevent chilling; pat dry

b. Dressing

1) Lay baby in position on open shirt

2) Reach inside the sleeve from the cuff end

3) Grasp baby's hand

4) Pull the sleeve on

5) Repeat for other hand and arm

6) Fasten

7) Fold and apply diaper

8) Wrap in lightweight blanket

6. Any six of the following

a. Simplicity

b. Constructed to give maximum freedom for arms and legs

c. Provide ease in laundering

d. Should give warmth

e. Lightweight

f. Should not have tight bands

g. Flat and smooth seams

h. Large openings for the head

i. Avoid shirts with a string around the neck to prevent strangling

j. Fasteners should be sewn on tightly

k. Should be sturdy and comfortable

7. Any four of the following

a. Good ventilation

b. Uniform temperature

c. Separate bed

d. Specific associations such as a soft toy or blanket are conducive to sleep

- e. Rituals such as washing and undressing help put the child in the right frame of mind for sleep
- f. Have regular sleeptimes
- g. A crib should be used as a place to sleep, not as a playpen
- h. The child should know what to expect at bedtime
- i. Separate room if possible

8. Discussion should include:
   - a. Baby learns to know adults and the world by the way he is handled
   - b. Gentle handling teaches the child that the world is a good place to be and that he is loved
   - c. the baby's spine and head need support
   - d. Baby needs the close contact of being held by an adult
9. Proper health care may mean survival and optimal health of the infant
10. a. Affection
    - b. Healthy atmosphere
    - c. Understanding
    - d. Love
    - e. Security
    - f. Physical needs
    - g. Support
    - h. Verbal communications
11. a, b, e, f, g
12. a. Sleep
    - b. Regular feedings
    - c. Regular bathing
    - d. Being awake at night
    - e. Baby's clothing

DEVELOPMENTAL

CHILD CARE

SECTION D

INTRODUCTION TO DEVELOPMENT
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list developmental stages and tasks of children, the influence early development has on later development, and ways of meeting needs of children. The student should be able to discuss principles of development, complete an in-depth study of aspects of child development, and describe the pattern of development. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List the major developmental stages of children.
2. List the developmental tasks typical of the first six years of development.
3. Discuss principles of development.
4. Distinguish between hereditary and environmental influences on child development.
5. State the influence early development has on later development.
6. List ways of meeting physical, emotional, social, and intellectual needs of children.
7. Complete an in-depth study of child development.
8. Describe the sequence or pattern of development which most infants follow.

INTRODUCTION TO DEVELOPMENT
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Provide opportunity for observation of children.

   F. Provide resources to use in Assignment Sheet #1.

   (NOTE: This assignment sheet may be omitted if an in-depth study of child development is not desired or the topics may be selected as individual home experiences if an in-depth study is needed.)

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet.

   D. Do reports as assigned by instructor.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Assignment sheets

  1. Assignment Sheet #1--Study of Child Development

  2. Assignment Sheet #2--Pattern of Development

D. Test

E. Answers to test

II. References:

A. Bernard, Harold W. *Human Development in Western Culture.* Boston: Allyn and Bacon, Inc., 1966.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

C. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

INTRODUCTION TO DEVELOPMENT
UNIT I

INFORMATION SHEET

I. Major developmental stages of children

  A. Infancy--Birth to eighteen months

  B. Toddler--Eighteen months to three years

  C. Romper--Three to four years

  D. Kindergarten--Five years

II. Developmental tasks typical of children

  A. Birth to two years

    1. Learning to eat solid food

    2. Learning to walk and use fine muscles

    3. Learning approved habits of elimination

    4. Learning to communicate

  B. Two to six years

    1. Achieving independence and self-care

    2. Learning sex differences and modesty

    3. Forming concepts of reality

    4. Learning to distinguish and internalize concepts of right and wrong

    5. Learning to identify with parents, siblings, and others

III. Principles of development

  A. Development is the product of the person responding to his environment

  B. Development is a continual and gradual process

  C. Development is most rapid during the early stages

  D. The various aspects of development are inter-related

  (NOTE: These include physical, emotional, social, and intellectual.)

INFORMATION SHEET

E. Each individual has his own rate and pattern of development which tends to remain constant

F. The sequence of development is dependable and predictable although exact timing is not

G. Development is a process of individualization

IV. Hereditary and environmental influences

A. Heredity--A baby is born with certain capacities for growth which determine the wide limits within which a child can develop

B. Environment--Forces which interact to shape and influence the development which actually takes place

(NOTE: Heredity finds expression through environment; environment influences the development of inherited characteristics.)

V. Influence of early development on later development--Specific behavior and personality patterns are indicated and usually set by the age of two or three; therefore, later behavior is affected by previous accomplishment of tasks

VI. Ways of meeting needs of children

A. Provide food, clothing, shelter, warmth, companionship, and affectionate care

B. Be interested in the child

C. Listen to the child

D. Give opportunities for success

E. Provide praise and admiration

F. Give opportunities for enjoyment

G. Show respect

H. Understand his goals

I. Allow him to make a useful contribution to the family

J. Provide security and love

K. Show confidence

L. Build a feeling of status

INFORMATION SHEET

M. Foster his feeling of uniqueness

N. Tell the child he is loved

O. Discipline when necessary

P. Provide a family situation

Q. Provide new experiences

R. Provide experiences for socializing

INTRODUCTION TO DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #1--STUDY OF CHILD DEVELOPMENT

Using any available resources such as textbooks, magazines, or child development personnel, determine the following information as assigned by your instructor.

1. List and/or describe hereditary influences which might affect a child's development.
2. List and/or describe environmental influences which might affect a child's development.
3. Describe ways of helping children meet physical needs at three age levels.
4. List factors which affect the rate of intellectual development.
5. Arrange in order steps in the physical development of children.

   (NOTE: Observe more than one child of the same age to determine in which stage or step they are concerning their physical development.)
6. Describe the socialization process of a child from birth to five years.

   (NOTE: This may include parent or parents, siblings, other people, day care centers, or others.)

INTRODUCTION TO DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #2--PATTERN OF DEVELOPMENT

Observe a group of children and describe the sequence or pattern of development which most infants follow. If necessary, use available references or resource people to determine this information.

INTRODUCTION TO DEVELOPMENT
UNIT I

TEST

1. List the four major developmental stages of children.

   a.

   b.

   c.

   d.

2. List six of the developmental tasks typical of the first six years of development.

   a.

   b.

   c.

   d.

   e.

   f.

3. Discuss principles of development.

4. Distinguish between hereditary and environmental influences on child development by placing an "H" to the left of the description of heredity.

    ______a. Forces which interact to shape and influence the development which actually takes place

    ______b. A baby is born with certain capacities for growth which determine the wide limits within which a child can develop

5. State the influence early development has on later development.

6. List ten ways of meeting physical, emotional, social, and intellectual needs of children.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

    h.

    i.

    j.

7. Complete an in-depth study of child development.

8. Describe the sequence or pattern of development which most infants follow.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

INTRODUCTION TO DEVELOPMENT
UNIT I

ANSWERS TO TEST

1. a. Infancy--Birth to eighteen months
   b. Toddler--Eighteen months to three years
   c. Romper--Three to four years
   d. Kindergarten--Five years

2. Any six of the following
   a. Learning to eat solid food
   b. Learning to walk and use fine muscles
   c. Learning approved habits of elimination
   d. Learning to communicate
   e. Achieving independence and self-care
   f. Learning sex differences and modesty
   g. Forming concepts of reality
   h. Learning to distinguish and internalize concepts of right and wrong
   i. Learning to identify with parents, siblings, and others

3. Discussion should include:
   a. Development is the product of the person responding to his environment
   b. Development is a continual and gradual process
   c. Development is most rapid during the early stages
   d. The various aspects of development are inter-related
   e. Each individual has his own rate and pattern of development which tends to remain constant
   f. The sequence of development is dependable and predictable although exact timing is not
   g. Development is a process of individualization

4. b

5. Specific behavior and personality patterns are indicated and usually set by the age of two or three; therefore, later behavior is affected by previous accomplishment of tasks

6. Any ten of the following

    a. Provide food, clothing, shelter, warmth, companionship, and affectionate care

    b. Be interested in the child

    c. Listen to the child

    d. Give opportunities for success

    e. Provide praise and admiration

    f. Give opportunities for enjoyment

    g. Show respect

    h. Understand his goals

    i. Allow him to make a useful contribution to the family

    j. Provide security and love

    k. Show confidence

    l. Build a feeling of status

    m. Foster his feeling of uniqueness

    n. Tell the child he is loved

    o. Discipline when necessary

    p. Provide a family situation

    q. Provide new experiences

    r. Provide experiences for socializing

7. Evaluated to the satisfaction of the instructor.

8. Evaluated to the satisfaction of the instructor.

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list factors in the development of self and the method of developing a self-concept and discuss the relationship between a positive self-concept and other areas and the importance of body awareness activities. The student should be able to write phrases to be used with children and demonstrate activities for developing a positive self-image. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term self-concept.
2. State the method of developing a self-concept.
3. List factors in the development of self.
4. Discuss the relationship between a positive self-concept and development in other areas.
5. Discuss the importance of activities to develop the child's body awareness.
6. Write phrases to use when working with children which develop a positive self-image.
7. Demonstrate the use of a book, song, or fingerplay in meeting the child's needs for a positive self-image.
8. Demonstrate appropriate activities to improve or reinforce a child's positive self-image.

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss terminal and specific objectives.
- D. Discuss information and assignment sheets.
- E. Provide opportunity for the students to practice demonstrating the activities.
- F. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete each assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment sheets
    1. Assignment Sheet #1--Self-Image Phrases
    2. Assignment Sheet #2--Demonstrate Book, Song, or Fingerplay
    3. Assignment Sheet #3--Self-Image Activities
- D. Test
- E. Answers to test

II. References:

A. Dinkmeyer, Don C. *Child Development: The Emerging Self.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

B. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1971.

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

INFORMATION SHEET

I. Self-concept--What a person believes about himself

(NOTE: It is very important that a child's concept of himself be positive.)

II. Method of developing self-concept--Developed through a child's interaction with people and his total environment

III. Factors in the development of self

- A. Parents
- B. Training procedures
- C. Siblings
- D. Relatives and important others
- E. Experiences
- F. Personal traits
- G. Environment

IV. Relationship between a positive self-concept and development in other areas

- A. A positive self-concept is necessary for a child to be successful in the areas of motor, language, sensory, and cognitive development
- B. Likewise, success in motor, language, sensory, and cognitive development promote a positive self-concept
- C. Mistaken feelings of superiority to the group may cause difficulties and a discouraged child
- D. Feelings of being inadequate and inferior to others may cause the child to give up and concentrate actions on the useless side of life

V. Importance of activities to develop the child's body awareness

- A. Develops a positive image of self
- B. Helps the child determine his feelings about himself in relation to the individuals around him

(NOTE: If he has some worth to others, he has worth to himself.)

INFORMATION SHEET

C. Helps in developing positive feelings toward others

D. Teaches the child that he is a separate individual and his appearance is distinctive to him

E. Assists the child in having fewer problems, therefore getting along in his larger world

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

ASSIGNMENT SHEET #1--SELF-IMAGE PHRASES

Just as there are appropriate activities which encourage the development of a positive self-image, there are also many phrases which should and should not be used when working with children. In the space below, list as many phrases as possible which you think would be beneficial to a child. Compare your phrases with those of other class members.

Example: When a child has created a picture with fingerpaints, do not ask him, "What is it?" or "How about putting some more paint over here!" Instead, say "That's very good. Please tell me about your picture."

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

ASSIGNMENT SHEET #2--DEMONSTRATE BOOK, SONG, OR FINGERPLAY

Select an appropriate book, song, or fingerplay for use with children which will assist them in developing a positive self-image. Demonstrate your selection to the class or to a group of children.

Examples:

1. Book--Bomar Books: Me
2. Song--"If You're Happy"
3. Fingerplays--"Simon Says"; "Hokey Pokey"

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

ASSIGNMENT SHEET #3--SELF-IMAGE ACTIVITIES

Some examples of activities which will promote a positive self-concept are given below. Select one of these or another and demonstrate it to the class or a group of children.

Examples:

A. Allow child to dress in front of a full-length mirror

B. Talk about the parts of the body for body awareness

C. Have child lay down on large sheet of paper and draw around his entire body

D. Draw around the child's hands, feet, or shoes

E. Help child make a scrapbook of himself

F. When making something, include the child's name in large letters so he will recognize his name

G. Show a child some of his old clothes which have been outgrown; show how little he used to be and how much he has grown

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

TEST

1. Define the term self-concept.

2. State the method of developing a self-concept.

3. List seven factors in the development of self.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

4. Discuss the relationship between a positive self-concept and development in other areas.

5. Discuss the importance of activities to develop the child's body awareness.

6. Write phrases to use when working with children which develop a positive self-image.

7. Demonstrate the use of a book, song, or fingerplay in meeting the child's needs for a positive self-image.

8. Demonstrate appropriate activities to improve or reinforce a child's positive self-image.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

DEVELOPING A POSITIVE SELF-IMAGE
UNIT II

ANSWERS TO TEST

1. What a person believes about himself

2. Developed through a child's interaction with people and his total environment

3. a. Parents

   b. Training procedures

   c. Siblings

   d. Relatives and important others

   e. Experiences

   f. Personal traits

   g. Environment

4. Discussion should include:

   a. A positive self-concept is necessary for a child to be successful in the areas of motor, language, sensory, and cognitive development

   b. Likewise, success in motor, language, sensory, and cognitive development promote a positive self-concept

   c. Mistaken feelings of superiority to the group may cause difficulties and a discouraged child

   d. Feelings of being inadequate and inferior to others may cause the child to give up and concentrate actions on the useless side of life

5. Discussion should include:

   a. Develops a positive image of self

   b. Helps the child determine his feelings about himself in relation to the individuals around him

   c. Helps in developing positive feelings toward others

   d. Teaches the child that he is a separate individual and his appearance is distinctive to him

   e. Assists the child in having fewer problems, therefore getting along in his larger world

6. Evaluated to the satisfaction of the instructor.
7. Evaluated to the satisfaction of the instructor.
8. Evaluated to the satisfaction of the instructor.

LANGUAGE DEVELOPMENT
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list factors which influence language development and types of speech defects. The student should be able to discuss the development of language, resources for solving speech defects, and the giving of directions to children and demonstrate an activity for aiding a child in language development. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss the sequential development of language.
2. List major factors which influence language development.
3. List types of speech defects.
4. Discuss briefly remedies and resources for solving speech defects.
5. Discuss the giving of directions to a child.
6. Demonstrate one activity for aiding a child in language development.

LANGUAGE DEVELOPMENT
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide students with references to use in completion of assignment sheet.

  F. Invite speech therapist to speak to class.

  G. Have students observe a child to determine his stage of language development.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheet.

  D. Observe a child to determine his stage of language development.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment Sheet #1--Activities for Language Development

  D. Test

  E. Answers to test

II. References:

A. Baker, Katherine Read. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

C. Green, Marjorie M. and Elizabeth L. Woods. *A Nursery School Handbook for Teachers and Parents.* Sierra Madre, California: Sierra Madre Community Nursery School Association, 1972.

LANGUAGE DEVELOPMENT
UNIT III

INFORMATION SHEET

I. Sequential development of language

- A. Prespeech communication
  1. Expressive puffs of sound
  2. Smiling
  3. Grabbing of a finger
- B. Outcries
  1. Cries to show discomfort or unhappiness
  2. Cries to show the nature of his needs
     - a. Hunger
     - b. Pain
     - c. Drowsiness
     - d. Lonely feeling
- C. Babbles
  1. Repetition of sounds
  2. Proceeds from single-syllable vowel sounds to two syllables
- D. Association of particular sounds to a situation

  (NOTE: At six months, a baby can distinguish between angry and friendly tones.)
- E. Grouping of particular sounds
- F. Says a few words and understands many more
- G. Talks with short sentences
- H. Words are used for expressing feelings, ideas, and comparisons

INFORMATION SHEET

II. Factors which influence language development

  A. Environment

  (NOTE: Environment includes such things as picture books, rhymes, stories, songs, television, and records.)

  B. Persons in contact with the child and the way in which they encourage his attempts at speech

  C. Girls tend to talk earlier than boys

  D. Twins or babies very close in age may talk later

  (NOTE: They develop their own kind of communication and because of their companionship receive less individual adult attention.)

  E. Parents who speak clearly, slowly, and with distinct enunciation encourage the same in their children

  F. A friendly, placid, outgoing baby relates to people about him and talks at an earlier age than does the shy, sensitive type

III. Types of speech defects or disorders

  A. Lack of articulation

  B. Vocalizing does not develop into intelligible speech sounds

  (NOTE: This may be caused by hearing loss, some degree of mental retardation, or an emotional disturbance.)

  C. Stammering

  D. Stuttering

  E. Lisping

IV. Remedies and resources for solving speech defects

  A. Minor defects

    1. May be corrected with exercises to gain control of the tongue, lips, and speech organ muscles

    2. May be corrected by speech therapists

    3. May be corrected by allowing more time for speech development

INFORMATION SHEET

B. Major defects

   1. A doctor should be consulted for diagnosing the problem

   2. May be corrected by surgery

V. Giving of directions to a child

   A. Obtain his attention before making a request

   B. Use words and phrases he understands

   (NOTE: Avoid unnecessary explanations.)

   C. Speak in a quiet, pleasant tone of voice

   D. Always go to a child and speak directly to him

   (NOTE: Never call to him across the room or yard.)

   E. Try to be positive

   (NOTE: Say "Please do this" instead of "Don't do that.")

   F. Do not talk down to children

   (NOTE: Address children as social equals. You can establish a better contact with the child if you sit on a low chair or kneel so that your face is on a level with his.)

   G. Choose words carefully and use ones which have meaning

   H. When possible, touch the child

   I. Set an example by using good speech patterns

LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #1--ACTIVITIES FOR LANGUAGE DEVELOPMENT

In the space below, list activities which may be used for aiding a child in language development. Any available references or resource people may be used to determine this information. Demonstrate one of these activities to an individual child, a group of children, or to the class according to the instructor's directions.

Examples:
- Tape recorders
- Repeating a previous experience
- Puppets
- Telephone made from string and two cans

LANGUAGE DEVELOPMENT
UNIT III

TEST

1. Discuss the sequential development of language.

2. List five major factors which influence language development.

   a.

   b.

   c.

   d.

   e.

3. List five types of speech defects.

   a.

   b.

c.

d.

e.

4. Discuss briefly remedies and resources for solving speech defects.

5. Discuss the giving of directions to a child.

6. Demonstrate one activity for aiding a child in language development.

   (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

LANGUAGE DEVELOPMENT
UNIT III

ANSWERS TO TEST

1. Discussion should include:
    a. Prespeech communication
        1) Expressive puffs of sound
        2) Smiling
        3) Grabbing of a finger
    b. Outcries
        1) Cries to show discomfort or unhappiness
        2) Cries to show the nature of his needs
            a) Hunger
            b) Pain
            c) Drowsiness
            d) Lonely feeling
    c. Babbles
        1) Repetition of sounds
        2) Proceeds from single-syllable vowel sounds to two syllables
    d. Association of particular sounds to a situation
    e. Grouping of particular sounds
    f. Says a few words and understands many more
    g. Talks with short sentences
    h. Words are used for expressing feelings, ideas, and comparisons
2. Any five of the following
    a. Environment
    b. Persons in contact with the child and the way in which they encourage his attempts at speech

- c. Girls tend to talk earlier than boys
- d. Twins or babies very close in age may talk later
- e. Parents who speak clearly, slowly, and with distinct enunciation encourage the same in their children
- f. A friendly, placid, outgoing baby relates to people about him and talks at an earlier age than does the shy, sensitive type

3. a. Lack of articulation
   - b. Vocalizing does not develop into intelligible speech sounds
   - c. Stammering
   - d. Stuttering
   - e. Lisping
4. Discussion should include:
   - a. Minor defects
     - 1) May be corrected with exercises to gain control of the tongue, lips, and speech organ muscles
     - 2) May be corrected by speech therapists
     - 3) May be corrected by allowing more time for speech development
   - b. Major defects
     - 1) A doctor should be consulted for diagnosing the problem
     - 2) May be corrected by surgery
5. Discussion should include:
   - a. Obtain his attention before making a request
   - b. Use words and phrases he understands
   - c. Speak in a quiet, pleasant tone of voice
   - d. Always go to a child and speak directly to him
   - e. Try to be positive
   - f. Do not talk down to children
   - g. Choose words carefully and use ones which have meaning
   - h. When possible, touch the child
   - i. Set an example by using good speech patterns
6. Evaluated to the satisfaction of the instructor.

MOTOR DEVELOPMENT
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list factors which influence motor development and equipment which fosters development of large and small muscles. The student should be able to arrange in order motor skills according to their mastery, discuss the sequence of activities and toys which foster motor development, and demonstrate eye-hand coordination activities. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term motor development.
2. List factors which influence motor development.
3. Arrange in sequential order a given list of motor skills according to their mastery.
4. List indoor and outdoor equipment which would facilitate large muscle development.
5. List pieces of equipment or toys which would foster development and coordination of small muscles.
6. Discuss the sequence of play activities and toys which foster motor development.
7. Demonstrate at least three activities or pieces of equipment for improving eye-hand coordination.
8. Demonstrate a sequential scissor activity.

MOTOR DEVELOPMENT
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information, assignment, and job sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Assist students in selection of activities and equipment to use in assignment sheet.

  F. Allow time for their demonstration in class.

  G. Demonstrate and discuss the procedure outlined on the job sheet.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheet.

  D. Demonstrate the ability to perform the procedure outlined on the job sheet.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment Sheet #1--Eye-Hand Coordination Activities

  D. Job Sheet #1--Demonstrate a Sequential Scissor Activity

E. Test

F. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969.

C. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

MOTOR DEVELOPMENT
UNIT IV

INFORMATION SHEET

I. Motor development--Developmental process of movement of parts of the body

II. Factors which influence motor development

   A. Ambitiousness of the child

   B. Weight

   C. General health

   D. Satisfaction with creeping

   E. Encouraging experiences in early attempts

   F. Personality of the infant

   G. Development of the senses

   H. Environment

   I. Heredity

III. Sequential order of motor skill development

   A. Two months--Lifts chest when laying on stomach

   B. Four months--Holds head up and rolls over

   C. Six months--Sits alone

   D. Eight months--Pulls self up and crawls

   E. Ten months--Walks when led and stands while holding on

   F. Twelve months--Stands alone and may be walking

   G. Fifteen months--Walking and can creep up steps

   H. Eighteen months--Starting to run and seat self

   I. Two years--Runs without falling and can squat and then get up again

   J. Two and one-half years--Walks on tiptoe and jumps on two feet

   K. Three years--Can stand on one foot and can throw a ball without losing his balance

INFORMATION SHEET

- L. Four years--Rides fast on a tricycle and throws a ball overhand
- M. Five years--Posture is symmetrical and would rather sit than stand
- N. Six years--Constant motion and is balanced

(NOTE: These skills will vary with individual children.)

IV. Indoor and outdoor equipment which facilitates large muscle development

- A. Blocks
- B. Rocking chair
- C. Sandbox and equipment
- D. Gym equipment
- E. Tricycle
- F. Wading pool
- G. Balance beam or walking board

(NOTE: Other equipment may be added to this list.)

V. Equipment and toys which foster development and coordination of small muscles

- A. Pegboards and form boards
- B. Picture books
- C. Blocks
- D. Chalkboard
- E. Toy telephone
- F. Doll furniture and dishes
- G. Dolls to dress
- H. Trucks and trains
- I. Hammer and nails
- J. Clay and play dough
- K. Beads

INFORMATION SHEET

L. Large puzzles

M. Paper and crayons

N. Scissors

VI. Sequence of play activities and toys which foster motor development

A. One to three months--Baby needs things to watch

Examples: Crib jingles, mobiles, hanging rattle

B. Four to six months--Baby needs things to grasp, manipulate, shake, suck, and chew

Examples: Rattles, teething rings, cups, spools, plastic toys

(NOTE: They should be small enough to be grasped easily but too large to be swallowed.)

C. Seven to nine months--Baby needs things to pound, bang, throw, and shake

Examples: Metal cups, lids and covers, beads on a string, unbreakable animals, blocks, balls, washable bean bags

D. Ten to twelve months--Baby needs things to creep after

Examples: Balls, toys on wheels, large plastic animals and cars

E. One to three years--Child needs investigative and manipulative toys

Examples: Toys to push, pull, ride on, or take apart

F. Three to six years--Child needs toys to develop coordination and social behavior

Examples: Houses, dolls to dress, puzzles, crayons, collections, games

MOTOR DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #1--EYE-HAND COORDINATION ACTIVITIES

Various activities and pieces of equipment can be used for improving eye-hand coordination. Some examples are cups, pegboards, and form boards with triangles, circles, and squares. Select any three activities or pieces of equipment, bring them to class, and demonstrate their use.

MOTOR DEVELOPMENT
UNIT IV

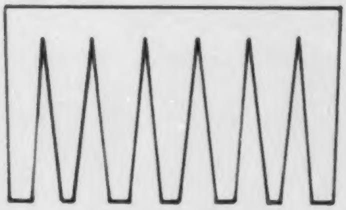
JOB SHEET #1--DEMONSTRATE A SEQUENTIAL SCISSOR ACTIVITY

(NOTE: This job sheet is an example of the sequence in child development. These cutting exercises are to help in developing cutting motion of the dominate hand and holding motion of the other hand. If a child cannot complete the exercises at a given level, he should back up to an earlier step. Every kind of development is as sequential as this activity.)

I. Materials and equipment needed
   A. Scissors
   B. Clay
   C. Cotton
   D. Paper
   E. Paper straws
   F. Comic strips
   G. Colors
   H. Paste

II. Procedure
   A. Level I--Cutting exercises
      1. Cut clay
      2. Cut cotton
   B. Level II--Cutting exercises
      1. Cut bits of paper at random
      2. Snip paper straws
      3. Fringe strips of paper (Figure 1)

FIGURE 1



      4. Cut across strips of paper

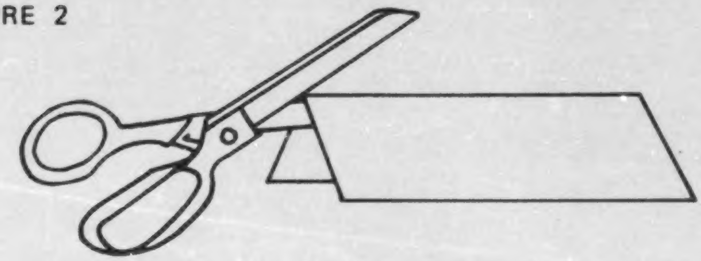
JOB SHEET #1

C. Level III--Cutting exercises

1. Cut a wide straight line (2 inches long)

2. Cut a folded line (Figure 2)

FIGURE 2



3. Cut comic strips

D. Level IV--Cutting exercises

1. Cut geometric shapes

   (NOTE: Train the child to turn the paper with his holding hand and to stop cutting before he turns his paper.)

2. Cut snowflakes

   (NOTE: This activity should be directed.)

E. Level V--Cutting exercises

1. Cut curved lines

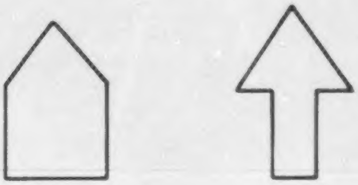
   (NOTE: Make short curved lines on paper for child to cut.)

2. Cut circles

   (NOTE: These should be large at first, then gradually decrease in size.)

3. Cut out combinations of geometric shapes from simple to complex (Figure 3)

FIGURE 3



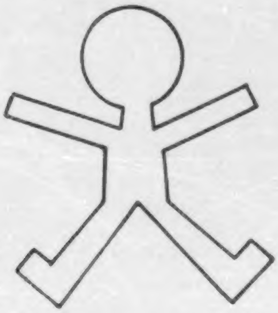
JOB SHEET #1

F. Level VI--Cutting exercises

1. Cut easy figures (Figure 4)

   (NOTE: Use simple, distinctly outlined figures.)

FIGURE 4



2. Cut, color, and paste activity sheets

   (NOTE: Teach child to color, cut, and paste.)

3. Cut more complex designs

MOTOR DEVELOPMENT
UNIT IV

TEST

1. Define the term motor development.

2. List six factors which influence motor development.

   a.

   b.

   c.

   d.

   e.

   f.

3. Arrange in sequential order the following list of motor skills according to their mastery by numbering from one at the earliest age to ten at the latest age.

   ______a. Pulls self up and crawls

   ______b. Sits alone

   ______c. Walking and can creep up steps

   ______d. Walks on tiptoe and jumps on two feet

   ______e. Constant motion and is balanced

   ______f. Lifts chest when laying on stomach

   ______g. Stands alone and may be walking

   ______h. Posture is symmetrical and would rather sit than stand

   ______i. Can stand on one foot and can throw a ball without losing his balance

   ______j. Holds head up and rolls over

4. List five types of indoor and outdoor equipment which would facilitate large muscle development.

   a.

   b.

   c.

   d.

   e.

5. List ten pieces of equipment or toys which would foster development and coordination of small muscles.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

6. Discuss the sequence of play activities and toys which foster motor development.

7. Demonstrate at least three activities or pieces of equipment for improving eye-hand coordination.

8. Demonstrate a sequential scissor activity.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

MOTOR DEVELOPMENT
UNIT IV

ANSWERS TO TEST

1. Developmental process of movement of parts of the body
2. Any six of the following
   - a. Ambitiousness of the child
   - b. Weight
   - c. General health
   - d. Satisfaction with creeping
   - e. Encouraging experiences in early attempts
   - f. Personality of the infant
   - g. Development of the senses
   - h. Environment
   - i. Heredity
3. a. 4
   - b. 3
   - c. 6
   - d. 7
   - e. 10
   - f. 1
   - g. 5
   - h. 9
   - i. 8
   - j. 2
4. Any five of the following or others listed in class
   - a. Blocks
   - b. Rocking chair
   - c. Sandbox and equipment
   - d. Gym equipment
   - e. Tricycle
   - f. Wading pool
   - g. Balance beam or walking board

5. Any ten of the following
    a. Pegboards and form boards
    b. Picture books
    c. Blocks
    d. Chalkboard
    e. Toy telephone
    f. Doll furniture and dishes
    g. Dolls to dress
    h. Trucks and trains
    i. Hammer and nails
    j. Clay and play dough
    k. Beads
    l. Large puzzles
    m. Paper and crayons
    n. Scissors
6. Discussion should include the following:
    a. One to three months--Baby needs things to watch
    b. Four to six months--Baby needs things to grasp, manipulate, shake, suck, and chew
    c. Seven to nine months--Baby needs things to pound, bang, throw, and shake
    d. Ten to twelve months--Baby needs things to creep after
    e. One to three years--Child needs investigative and manipulative toys
    f. Three to six years--Child needs toys to develop coordination and social behavior
7. Evaluated to the satisfaction of the instructor.
8. Performance skills will be evaluated to the satisfaction of the instructor.

SENSORY DEVELOPMENT
UNIT V

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list the senses, factors which influence their development, and early signs of sensory impairment. The student should be able to discuss sensory development and demonstrate activities which influence the development of the senses. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List five senses.
2. List factors which influence sensory development.
3. List activities which will stimulate sensory development.
4. Discuss children's sensory development.
5. List early signs of sensory impairment.
6. Select from a list resources to use for solving sensory difficulties.
7. Demonstrate one activity which would influence the development of each of the senses.

SENSORY DEVELOPMENT
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Provide time in class for students to demonstrate their activities.

   F. Have students make at least one article to be used in influencing sensory development.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Demonstrate activities in class.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment Sheet #1--Sensory Development Activities

   D. Test

   E. Answers to test

II. Reference--Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

SENSORY DEVELOPMENT
UNIT V

INFORMATION SHEET

I. Senses

   A. Touch

   B. Sight

   C. Taste

   D. Smell

   E. Hearing

II. Factors which influence sensory development

   A. Hunger

   B. Sleepiness

   C. Pain

   D. Comfort

   E. Light

   F. Sound

   G. Heredity

   H. Environment

III. Activities to stimulate sensory development

   A. Feeling

      1. Feely bag or box

      2. Sensory book of different textures

      3. Textured ball or block

      4. Collection of seeds

   B. Seeing

      1. Mobiles hung from baby's crib

      2. Displays of bright pictures

      3. Puzzles

INFORMATION SHEET

C. Tasting

  1. Play guessing games with different foods
  2. Place different foods on different parts of the tongue
  3. Taste foods to determine difference in sweet and salty

D. Hearing

  1. Use tape recorder to make a tape of sounds for children to identify
  2. Play direction game
  3. Place wind chimes near crib

E. Smelling

  1. Identify different odors which have been placed on cotton balls
  2. Identify fresh fruits by their smells rather than by sight or feel

IV. Sensory development

A. Influence development of abilities in

  1. Perception
  2. Memory
  3. Attention
  4. Association
  5. Other aspects of the mind at work

B. The infant perceives the impressions of his senses and interprets them in the light of past experiences

(NOTE: These impressions give meaning to present experiences. He will stop crying when he hears mother enter the room; he knows he will soon be picked up. This simple act indicates association; he associates mother and comfort. It indicates a memory: mother brings comfort.)

C. Forms of expression and responses become more varied, more specific, and more associated with the stimuli

INFORMATION SHEET

V. Early signs of sensory impairment

  A. Dimness of vision

  B. Hard of hearing

  C. Loss of ability to smell or taste

  D. Numbness

VI. Resources to use for solving sensory difficulties

  A. Therapist

  B. Physician

  C. Special education

  D. Psychologist

  E. Psychometrist

SENSORY DEVELOPMENT
UNIT V

ASSIGNMENT SHEET #1–SENSORY DEVELOPMENT ACTIVITIES

Select and demonstrate to the class one activity which would influence the development of each of the senses.

Example: Use a book of different textures to teach touch and feeling

SENSORY DEVELOPMENT
UNIT V

TEST

1. List five senses.

   a.

   b.

   c.

   d.

   e.

2. List five factors which influence sensory development.

   a.

   b.

   c.

   d.

   e.

3. List activities which will stimulate sensory development including at least one activity for each of the five senses.

   a.

   b.

   c.

   d.

   e.

4. Discuss children's sensory development.

5. List four early signs of sensory impairment.

   a.

   b.

   c.

   d.

6. Select from the following list the resources to use for solving sensory difficulties.

   ______a. Physician

   ______b. Home medication

   ______c. Special education

   ______d. Therapist

   ______e. Allow for more time

   ______f. Psychometrist

   ______g. Psychologist

7. Demonstrate one activity which would influence the development of each of the senses.

   (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

SENSORY DEVELOPMENT
UNIT V

ANSWERS TO TEST

1. a. Touch
   b. Sight
   c. Taste
   d. Smell
   e. Hearing
2. Any five of the following
   a. Hunger
   b. Sleepiness
   c. Pain
   d. Comfort
   e. Light
   f. Sound
   g. Heredity
   h. Environment
3. Any of the following including at least one for each of the senses
   a. Feeling
      1) Feely bag or box
      2) Sensory book of different textures
      3) Textured ball or block
      4) Collection of seeds
   b. Seeing
      1) Mobiles hung from baby's crib
      2) Displays of bright pictures
      3) Puzzles

c. Tasting

1) Play guessing games with different foods

2) Place different foods on different parts of the tongue

3) Taste foods to determine difference in sweet and salty

d. Hearing

1) Use tape recorder to make a tape of sounds for children to identify

2) Play direction game

3) Place wind chimes near crib

e. Smelling

1) Identify different odors which have been placed on cotton balls

2) Identify fresh fruits by their smells rather than by sight or feel

4. Discussion should include:

a. Influence development of abilities in

1) Perception

2) Memory

3) Attention

4) Association

5) Other aspects of the mind at work

b. The infant perceives the impressions of his senses and interprets them in the light of past experiences

c. Forms of expression and responses become more varied, more specific, and more associated with the stimuli

5. a. Dimness of vision

b. Hard of hearing

c. Loss of ability to smell or taste

d. Numbness

6. a, c, d, f, g

7. Evaluated to the satisfaction of the instructor.

CONCEPT FORMATION
UNIT VI

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list aspects and factors which influence concept formation and common concepts of children in our culture. The student should be able to describe conditions for assisting in a child's learning and the sequential development of concepts and construct a concept formation activity. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define concept development.
2. List aspects of concept formation.
3. List common concepts of children in our culture.
4. List factors which influence concept development.
5. Describe conditions for assisting in a child's learning.
6. Demonstrate the ability to construct an activity for concept development.

CONCEPT FORMATION
UNIT VI

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and job sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and job sheets.

   E. Assist students in making at least one activity for the development of concepts. The job sheets are three of these activities and may be used as guides in the selection of other activities.

   F. Provide opportunity for the students to demonstrate these activities to children.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Demonstrate the ability to perform the procedures outlined on the job sheets.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Job sheets

      1. Job Sheet #1--Shape Concept Activity

      2. Job Sheet #2--Match Cardboard Shapes

      3. Job Sheet #3--Construct a Form Box

   D. Test

   E. Answers to test

II. References:

   A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

   B. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

CONCEPT FORMATION
UNIT VI

INFORMATION SHEET

I. Concept development--Development of thoughts or notions which are generalized as a result of past experiences

II. Aspects of concept formation

   A. Perception

   B. Memory

   C. Attention

   D. Association

   E. Reasoning

   F. Imagination

   G. Curiosity

III. Common concepts of children in our culture

(NOTE: Many other concepts could be added to this list.)

   A. Numbers

   B. Letters

   C. Family members

   D. Homes

   E. Animals

   F. Foods

   G. Colors

   H. Shapes

   I. Sizes

   J. Time

   K. Space

   (NOTE: This includes up and down, left and right.)

   L. Classification

   (NOTE: This is a systematic arrangement in groups or categories.)

   M. Seriation

   (NOTE. This is the arrangement of something in a series or succession.)

INFORMATION SHEET

IV. Factors which influence concept development

  A. Health

  B. Inborn heredity

  C. Environmental experiences

  (NOTE: This includes home, school, family, nursery school, and toys.)

  D. Educational practices

  E. Opportunities to be creative and productive

V. Conditions for assisting in a child's learning

  A. Understand his needs and drives

  B. Provide a relaxed atmosphere

  C. Provide an environment filled with suitable experiences

  D. Give him controlled freedom to learn

  E. Provide encouragement

  F. Help him to discover the most satisfactory ways of meeting life's daily situations

  G. Provide child enough time to think

  (NOTE: Time means little to a child. Do not hurry him in decisions.)

  H. Give only as much help as needed to succeed

  I. Encourage him to draw his own conclusions

  J. Set the stage so that problems are minimized

  K. Keep verbal explanations simple and on the child's level

  L. Maintain a positive attitude

CONCEPT FORMATION
UNIT VI

JOB SHEET #1--SHAPE CONCEPT ACTIVITY

I. Materials and equipment needed

- A. Cardboard
- B. Paste
- C. Pencil
- D. Scissors

II. Procedure

- A. Cut a piece of cardboard into strips about two inches by eight inches
- B. Draw or paste cut-outs of three identical shapes on each strip
- C. Add one different shape

III. Learning experience

- A. Show a child the card
- B. Ask him to point to the shape that is different from the others

CONCEPT FORMATION
UNIT VI

JOB SHEET #2--MATCH CARDBOARD SHAPES

I. Materials and equipment needed

   A. Cardboard

   B. Scissors

II. Procedure--Cut pairs of shapes out of a piece of cardboard

   (NOTE: Make the shapes very different from each other for young children and somewhat similar for older children.)

III. Learning experience

   A. Let the child spread out all the shapes and then try to find the two that match

   B. Put one shape of each pair in one pile and the other (matching) shape in another pile

   C. Hold up a shape from one pile and have the child try to find its mate in the other pile

CONCEPT FORMATION
UNIT VI

JOB SHEET #3--CONSTRUCT A FORM BOX

(NOTE: Activities using a form box will help children to learn the limits of their own bodies and the space needed to contain it. They will be exposed to shapes and left to right progression and will begin to understand constancy of form.)

I. Materials and equipment needed

  A. Any large cardboard box

  B. Cutting tool

  C. Masking tape

  D. Enamel paint, different colors

II. Procedure

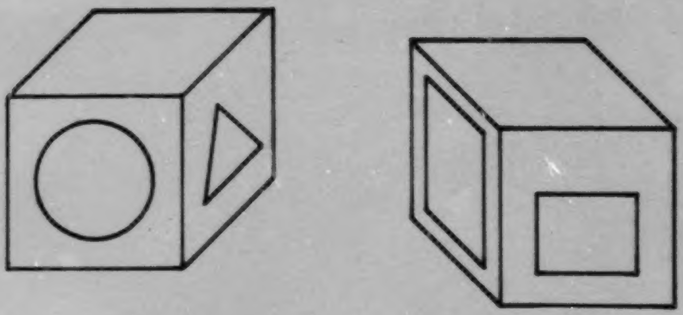
  A. Cut a circle, square, rectangle, and triangle in cardboard box (Figure 1)

  (NOTE: The shapes should be cut large enough and low enough to enable children to crawl through them.)

  B. Bind the edges with masking tape

  C. Spray with bright enamel, a different color for each shape

FIGURE 1



JOB SHEET #3

III. Activities

(NOTE: Children can crawl through the shapes following a different pattern each day as they crawl through the form box. The patterns will be pre-reading activities using shapes which correspond to the shapes on the form box. The child will be reading shapes which give directions, instead of letters, with the directions changing each day. All of these patterns will go from top to bottom.)

A. Draw the shapes individually on large pieces of cardboard exposing them one at a time

1. Cut the shapes out
2. Colors to correspond to form box
3. Color in black
4. Color in many variations
5. Outline in black

B. Place cut out shapes on the wall beside the number for this activity

1. Use colors which correspond to colors on form box
2. Use black
3. Use many variations in color

C. Each child has his own mimeograph sheets which contain the shapes in rows of two and four from left to right and which travel from top to bottom as in reading

1. Child colors the shapes to correspond to form box
2. Child colors the shapes with many color variations

(NOTE: An example of this mimeograph sheet is shown on the next page.)

PATTERNS FOR FORM BOX ACTIVITY

1. ○ △
2. △ ○
3. ○ □
4. □ ○
5. ○ ▭
6. ▭ ○
7. △ □
8. □ △
9. △ ▭
10. ▭ △
11. □ ▭
12. ▭ □
13. ○ ○
14. △ △
15. □ □
16. ▭ ▭
17. ○ △ □ ▭
18. △ □ ▭ ○
19. ▭ ○ △ □
20. □ ▭ ○ △
21. ▭ □ △ ○
22. □ △ ○ ▭
23. △ ○ ▭ □
24. ○ ▭ □ △
25. ○ □ ▭ △
26. △ ▭ ○ □
27. □ ○ △ ▭
28. ▭ △ ○ □
29. ○ ▭ △ □
30. △ ○ □ ▭
31. □ △ ○ ▭
32. ▭ □ ○ △
33. ▭ □ △ ○
34. ○ □ △ ▭
35. ▭ △ □ ○

CONCEPT FORMATION
UNIT VI

TEST

1. Define concept development.

2. List seven aspects of concept formation.
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.
   - g.

3. List six common concepts of children in our culture.
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.

4. List five factors which influence concept development.
   - a.
   - b.
   - c.
   - d.
   - e.

5. Describe conditions for assisting in a child's learning.

____ 6. Demonstrate the ability to construct an activity for concept development.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

CONCEPT FORMATION
UNIT VI

ANSWERS TO TEST

1. Development of thoughts or notions which are generalized as a result of past experiences

2. a. Perception
   b. Memory
   c. Attention
   d. Association
   e. Reasoning
   f. Imagination
   g. Curiosity

3. Any six of the following or others listed in class
   a. Numbers
   b. Letters
   c. Family members
   d. Homes
   e. Animals
   f. Foods
   g. Colors
   h. Shapes
   i. Sizes
   j. Time
   k. Space
   l. Classification
   m. Seriation

4. a. Health
   b. Inborn heredity
   c. Environmental experiences
   d. Educational practices
   e. Opportunities to be creative and productive

5. Description should include:
   a. Understand his needs and drives
   b. Provide a relaxed atmosphere
   c. Provide an environment filled with suitable experiences
   d. Give him controlled freedom to learn
   e. Provide encouragement
   f. Help him to discover the most satisfactory ways of meeting life's daily situations
   g. Provide child enough time to think
   h. Give only as much help as needed to succeed
   i. Encourage him to draw his own conclusions
   j. Set the stage so that problems are minimized
   k. Keep verbal explanations simple and on the child's level
   l. Maintain a positive attitude

6. Performance skills will be evaluated to the satisfaction of the instructor.

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list cleanliness and orderliness habits which should be developed, housing features, factors to consider in selecting or making children's clothing, and factors which influence readiness for toilet training. The student should be able to discuss procedures for toilet training and construct a checklist for use in selecting children's clothing. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List cleanliness and orderliness habits which should be developed during childhood.
2. List housing features which may influence a child's development.
3. Name factors to consider when selecting or making children's clothing.
4. List factors which influence readiness for toilet training.
5. Discuss desirable procedures for toilet training.
6. Construct a checklist for use in selecting children's clothing.

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide a field trip to a children's clothing department so that students may use their checklists in the selection of children's clothing.

  F. If a field trip is not feasible, use pattern books or catalogs.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheet.

  D. Take field trip.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment Sheet #1--Construct a Checklist

  D. Test

  E. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969.

C. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

D. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

INFORMATION SHEET

I. Cleanliness and orderliness habits which should be developed

   A. Tidying up at bedtime

   B. Picking up toys after play periods

   C. Keeping things in their proper place

   D. Washing hands and face before mealtime

   E. Taking a daily bath

   F. Brushing of teeth

   G. Combing of hair

   H. Straighten bedroom

II. Housing features which influence development

   A. Put the name of the object on the object

   B. Make bed after use

   C. Have a place for everything

   D. Have areas for specific activities

   E. Provide smaller furnishings for children

III. Factors to consider when selecting or making children's clothing

   A. Type and placement of openings and fasteners

   (NOTE: These should be suitable for the child to dress himself. They should be allowed to do this as soon as they are interested.)

   B. Comfort

   C. Durability

   D. Suitability of the clothing to the occasion and season

   (NOTE: Children will wear mostly play clothes. A child does not have to be spotless at all times.)

INFORMATION SHEET

E. Color

(NOTE: Clothes are a good means of teaching concept formation involving colors.)

F. Correct size

(NOTE: Clothes should be neither too large nor too small.)

G. Shoes with adequate support

H. Washability

I. Fabric

(NOTE: Fabrics are a good means of developing the sense of touch.)

J. Cost

K. Simplicity

L. Safety

M. Choices of children

IV. Factors which influence readiness for toilet training

A. Emotional state of the child

B. Less frequent need to urinate

C. Baby's interest in the subject

D. Physical maturity

(NOTE: The sphincter muscle has to be controlled before the child is ready.)

V. Desirable procedures for toilet training

A. Maintain a casual attitude

B. Have a potty chair or toilet seat available

C. Avoid force

(NOTE: Children are not ready until physically able. Do not start too soon.)

D. Give approval for success

INFORMATION SHEET

E. Avoid scolding or shaming him if he fails

F. Be responsible for seeing that the child gets to the toilet

G. Take off diapers and use training pants when the child seems ready to learn

H. Dress the child in easy-to-manage clothes

I. Use correct terminology

(NOTE: Do not use degrading words.)

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

ASSIGNMENT SHEET #1--CONSTRUCT A CHECKLIST

Using the factors for selecting and making children's clothing listed in the information sheet and other factors of which you are aware, construct a checklist to use when selecting children's clothing.

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

TEST

1. List five cleanliness and orderliness habits which should be developed during childhood.

   a.

   b.

   c.

   d.

   e.

2. List five housing features which may influence a child's development.

   a.

   b.

   c.

   d.

   e.

3. Name six factors to consider when selecting or making children's clothing.

   a.

   b.

   c.

   d.

   e.

   f.

4. List four factors which influence readiness for toilet training.

   a.

   b.

c.

d.

5. Discuss desirable procedures for toilet training.

6. Construct a checklist for use in selecting children's clothing.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

DEVELOPMENT OF DAILY LIVING SKILLS
UNIT VII

ANSWERS TO TEST

1. Any five of the following
   - a. Tidying up at bedtime
   - b. Picking up toys after play periods
   - c. Keeping things in their proper place
   - d. Washing hands and face before mealtime
   - e. Taking a daily bath
   - f. Brushing of teeth
   - g. Combing of hair
   - h. Straighten bedroom
2.
   - a. Put the name of the object on the object
   - b. Make bed after use
   - c. Have a place for everything
   - d. Have areas for specific activities
   - e. Provide smaller furnishings for children
3. Any six of the following
   - a. Type and placement of openings and fasteners
   - b. Comfort
   - c. Durability
   - d. Suitability of the clothing to the occasion and season
   - e. Color
   - f. Correct size
   - g. Shoes with adequate support
   - h. Washability

- i. Fabric
- j. Cost
- k. Simplicity
- l. Safety
- m. Choices of children

4.
- a. Emotional state of the child
- b. Less frequent need to urinate
- c. Baby's interest in the subject
- d. Physical maturity

5. Discussion should include:
- a. Maintain a casual attitude
- b. Have a potty chair or toilet seat available
- c. Avoid force
- d. Give approval for success
- e. Avoid scolding or shaming him if he fails
- f. Be responsible for seeing that the child gets to the toilet
- g. Take off diapers and use training pants when the child seems ready to learn
- h. Dress the child in easy-to-manage clothes
- i. Use correct terminology

6. Evaluated to the satisfaction of the instructor.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list problems of children who do not have satisfactory emotional development, aids to the acceptable outlet of emotions, and examples of mature social behavior. The student should be able to arrange in order the steps which lead to group interaction and observe emotional development and responses and stages of group interaction. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with social and emotional development to the correct definitions.
2. Distinguish between pleasant and unpleasant emotions.
3. Select from a list the effects of love and affection upon a child's development.
4. Discuss the emotions of two of the stages during the early years of a child's development.
5. List common problems of children who do not have satisfactory emotional development.
6. Select from a list common ways for children to release emotional energy.
7. List aids to the acceptable outlet of emotions.
8. Arrange in order the steps which lead to group interaction.
9. List examples of mature social behavior.
10. Observe emotional development of preschoolers.
11. Observe toddler's emotional responses.
12. Observe stages of group interaction.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide observation experiences for the students to complete assignment sheets.

  F. Lead role play activities of children expressing their emotions.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Role play how children express emotions such as anger, fear, hate, and jealousy.

  E. Dramatize ways in which an adult may show respect for a child.

  F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

C. Assignment sheets

  1. Assignment Sheet #1--Observe Emotional Development of Preschoolers

  2. Assignment Sheet #2--Observe Toddler's Emotional Responses

  3. Assignment Sheet #3--Observe Stages of Group Interaction

D. Test

E. Answers to test

II. References:

A. Hurlock, Elizabeth B. *Child Development.* New York: McGraw-Hill Book Company, 1972.

B. Solsrud, Leah O. *Understanding Child Development.* Tony, Wisconsin: Homemaking Research Laboratories, 1972.

C. Rose, Irene B., and Mary Elizabeth White. *Child Care and Development Occupations: Competency Based Teaching Modules.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974.

D. Draper, Wanda, and Henry Draper. *Caring for Children.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1975.

E. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

INFORMATION SHEET

I. Terms and definitions

  A. Social development--Change in the ability to get along with people

  B. Emotional development--Change in dealing with feelings

  Examples: Anger, fear, shyness, jealousy, love, joy, excitement

  C. Emotion--Mental state or condition of excitement or disturbance that causes an individual to act in certain ways

  D. Affection--Emotional response which brings feelings which express concern, warmth, regard, caring, sympathy, and helpfulness

  E. Love--Emotion or feeling of deep personal attachment and commitment

II. Types of emotions

  A. Pleasant

    1. Love

    2. Affection

    3. Happiness

    4. Joy

  B. Unpleasant

    1. Anger

    2. Fear

    3. Hatred

III. Effects of love and affection upon a child's development

  A. Give the child a sense of security

  B. Contribute toward feelings of acceptance and value as an individual

  C. Make it easier for a child to accept himself and others

  D. Reassure the child of his worth

INFORMATION SHEET

- E. Cultivate his social interest and feelings for others
- F. Help the child identify with parents, siblings, peers, and others
- G. Produce a desire to please others by sharing love and affection

IV. Emotions during the early years

- A. Infancy
    1. Delight--Patting, caressing, cuddling
    2. Distress--Hunger, pain, failure, loneliness
        - a. Illustrated by crying, kicking, thrusting arms
        - b. Disappears when picked up or soothed
    3. Fear--Develops after six months
        - a. Illustrated by reactions to loud noises, sudden movements, falling, pain, or strange people
        - b. Disappears when given assurance
    4. Anger--Identifiable at six months
        - a. Caused by being held motionless or restricted
        - b. Illustrated by striking, slapping, biting, kicking
        - c. Develops tolerance and accepts limits
    5. Affection--Not capable until about one year old
        - a. Illustrated by hugging, snuggling into a shoulder, caressing, wanting to be held, climbing onto a lap
        - b. May be demanded by tapping on leg or begging until response is given
- B. Eighteen months
    1. Emotionally unpredictable; contrary
    2. Self-centered--Taking, seldom giving
    3. Verbal demands unheeded
    4. Inable to communicate

INFORMATION SHEET

    5. Wide range of negative emotions
    6. Adults should
        a. Keep things out of reach
        b. Provide distraction
        c. Give firm and consistent guidance
        d. Give good-humored help

C. Two years

    1. More sure of self
    2. Gives fewer demands
    3. Communication has improved
    4. Expresses love and affection
    5. More outgoing and friendly

D. Two and one-half years

    1. Enters negative stage
    2. Overwhelmed by learning
    3. Desire exceeds manual dexterity
    4. Cannot always make self understood
    5. Wants independence
    6. Is stubborn, demanding, and domineering yet lovable
    7. Adults should
        a. Give love
        b. Provide patience
        c. Not expect too much too soon
        d. Give affection and understanding
        e. Set loose bounds
        f. Handle with humor and tolerance

INFORMATION SHEET

8. Tensions during this stage may cause
    a. Thumb-sucking
    b. Head-banging
    c. Crib-rocking
    d. Hair-twisting

D. Three years

1. Is congenial, cooperative, and has a sunny disposition
2. Does things for which he was striving
3. Shares and waits turns
4. Takes directions well
5. Takes pride in tasks performed for others
6. Seeks praise and affection
7. Has fewer temper outbursts
8. Frequency of anger lessens but its length increases
9. Seeks status among his peers
10. Has sympathy for others by attempting to comfort and remove the cause of distress

E. Four years

1. Usually not pleasant to live with
2. May be more selfish, impatient, boastful
3. Quarrels, argues, competes, bosses more than in past
4. Loving and affectionate, needs and seeks approval
5. Has trouble separating fact from fantasy
6. Boasts and tells tall tales
7. Knows if people laugh at mistakes

INFORMATION SHEET

8. Adults should
    a. Respect need to explore
    b. Not treat child as a baby
    c. Avoid too many hard and fast rules

F. Five years
1. Enters an adjusted, relatively quiet, conforming period
2. Becomes more practical, sympathetic, serious
3. Has longer attention span
4. Learns that others will not accept tall stories
5. Is more realistic and less fanciful
6. Asks meaningful questions
7. Likes supervision and accepts instructions
8. Asks permission

V. Common problems of children who do not have satisfactory emotional development

A. Speech problems
B. Day dreaming
C. Extreme dependence on others
D. Temper tantrums
E. Overaggressive actions
F. Dishonesty
G. Crying
H. Nervous habits
I. Withdrawal

INFORMATION SHEET

VI. Common ways for children to release emotional energy

- A. Moodiness
- B. Substitute responses
- C. Displacement
- D. Regression
- E. Emotional explosions

VII. Aids to the acceptable outlet of emotions

- A. Some strenuous physical exercise daily in either play or work
- B. An understanding of how strenuous exercise aids physical and emotional well-being
- C. Development of a sense of humor so that one can laugh even at oneself
- D. Understanding that crying is not always babyish

  (NOTE: It can be good for a child if he knows when and where to use it.)
- E. Close, affectionate relationship with at least one family member

  (NOTE: A parent can help a child develop a more mature perspective on his problems.)
- F. Intimate friend to whom one can confide troubles and verbalize complaints that he would hesitate to discuss with an older person
- G. Willingness to talk over one's problems with a sympathetic person

  (NOTE: Most children, unless discouraged from doing so, will talk freely about everything, including their problems.)
- H. Respect on the part of others for the underlying causes of one's emotional arousal

  (NOTE: When a child is afraid, there is a reason for it, and it others recognize that, the child will be willing to discuss his fear with them.)

VIII. Steps that lead to group interaction

- A. Solitary play
- B. Parallel play

INFORMATION SHEET

C. Cooperative play

D. Small group activity

E. Large group activity

(NOTE: These steps are sometimes referred to as the patterns of social development.)

IX. Examples of mature social behavior

A. Unselfishness

B. Ability to distinguish between day dreams and reality

C. Ability to accept criticism constructively

D. Ability to concentrate

E. Not overly competitive

F. Positive approach

G. Dependability

H. Sense of humor

I. Independence

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

ASSIGNMENT SHEET #1--OBSERVE EMOTIONAL DEVELOPMENT OF PRESCHOOLERS

Observe a preschooler to determine the following information. Be prepared to discuss your observation in class.

Student Name ______________________ Date ______________

Place of observation ____________________________________

Age of child observed ______________________ Sex ________

Emotion Felt	Way in which it was shown	Way in which it was handled

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

ASSIGNMENT SHEET #2--OBSERVE TODDLER'S EMOTIONAL RESPONSES

Observe a small child to determine the following information. Be prepared to discuss your observation in class.

Student Name ______________________ Toddler's Name __________

Date ______________________ Toddler's age ______________

Place of Observation ______________________________

Emotion Observed
How expressed?
What did child do?
Why do you think the child felt this way?
What did those around the child do?
How would you have handled the situation?

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

ASSIGNMENT SHEET #3–OBSERVE STAGES OF GROUP INTERACTION

Observe a group of preschool children to determine their progress in developing interaction in a group. Which children belong in each of the following stages? Justify your answer.

Steps	Children	Justification
1. Solitary play		
2. Parallel play		
3. Cooperative play		
4. Small group activity		
5. Large group activity		

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

______a. Change in the ability to get along with people

______b. Emotion or feeling of deep personal attachment and commitment

______c. Change in dealing with feelings

______d. Emotional response which brings feelings which express concern, warmth, regard, caring, sympathy, and helpfulness

______e. Mental state or condition of excitement or disturbance that causes an individual to act in certain ways

1. Emotion
2. Love
3. Social development
4. Emotional development
5. Affection

2. Distinguish between pleasant and unpleasant emotions by placing an "X" to the left of those which are pleasant.

______a. Anger

______b. Love

______c. Affection

______d. Fear

______e. Hatred

______f. Joy

______g. Happiness

3. Select from the list below the effects of love and affection upon a child's development by placing an "X" in the blanks provided.

______a. Reassure the child of his worth

______b. Provide over confidence

______c. Give the child a sense of security

______d. Contribute toward feelings of acceptance and value as an individual

______e. Make it easier for a child to accept himself and others

______f. Intensify lack of trust for others

______g. Produce a desire to please others by sharing love and affection _____h. Produce interest only in himself

_____i. Cultivate his social interest and feelings for others

_____j. Help the child identify with parents, siblings, peers, and others

4. Discuss the emotions of any two of the stages during the early years of a child's development.

5. List five common problems of children who do not have satisfactory emotional development.

a.

b.

c.

d.

e.

6. Select from the list below common ways for children to release emotional energy.

_____a. Regression

_____b. Sleep

_____c. Substitute responses

_____d. Moodiness

_____e. Emotional explosions

_____f. Reading

_____g. Displacement

7. List four aids to the acceptable outlet of emotions.

   a.

   b.

   c.

   d.

8. Arrange in order the steps which lead to group interaction by placing "1" beside the earliest step, "2" beside the next, etc.

   _____a. Small group activity

   _____b. Parallel play

   _____c. Cooperative play

   _____d. Solitary play

   _____e. Large group activity

9. List five examples of mature social behavior.

   a.

   b.

   c.

   d.

   e.

10. Observe emotional development of preschoolers.

11. Observe toddler's emotional responses.

12. Observe stages of group interaction.

    (NOTE: If activities 10, 11, and 12 have not been accomplished prior to the test, ask the instructor when they should be completed.)

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT VIII

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 4
   d. 5
   e. 1
2. b, c, f, g
3. a, c, d, e, g, i, j
4. Discussion should include any two of the following:
   a. Infancy
      1) Delight--Patting, caressing, cuddling
      2) Distress--Hunger, pain, failure, loneliness
         a) Illustrated by crying, kicking, thrusting arms
         b) Disappears when picked up or soothed
      3) Fear--Develops after six months
         a) Illustrated by reactions to loud noises, sudden movements, falling, pain, or strange people
         b) Disappears when given assurance
      4) Anger--Identifiable at six months
         a) Caused by being held motionless or restricted
         b) Illustrated by striking, slapping, biting, kicking
         c) Develops tolerance and accepts limits
      5) Affection--Not capable until about one year old
         a) Illustrated by hugging, snuggling into a shoulder, caressing, wanting to be held, climbing onto a lap
         b) May be demanded by tapping on leg or begging until response is given

b. Eighteen months
  1) Emotionally unpredictable; contrary
  2) Self-centered--Taking, seldom giving
  3) Verbal demands unheeded
  4) Inable to communicate
  5) Wide range of negative emotions
  6) Adults should
    a) Keep things out of reach
    b) Provide distraction
    c) Give firm and consistent guidance
    d) Give good-humored help

c. Two years
  1) More sure of self
  2) Gives fewer demands
  3) Communication has improved
  4) Expresses love and affection
  5) More outgoing and friendly

d. Two and one-half years
  1) Enters negative stage
  2) Overwhelmed by learning
  3) Desire exceeds manual dexterity
  4) Cannot always make self understood
  5) Wants independence
  6) Is stubborn, demanding, domineering yet lovable
  7) Adults should
    a) Give love
    b) Provide patience

c) Not expect too much too soon

d) Give affection and understanding

e) Set loose bounds

f) Handle with humor and tolerance

8) Tensions during this stage may cause

a) Thumb-sucking

b) Head-banging

c) Crib-rocking

d) Hair-twisting

e. Three years

1) Is congenial, cooperative, and has sunny disposition

2) Does things for which he was striving

3) Shares and waits turns

4) Takes directions well

5) Takes pride in tasks performed for others

6) Seeks praise and affection

7) Has fewer temper outbursts

8) Frequency of anger lessens but its length increases

9) Seeks status among his peers

10) Has sympathy for others by attempting to comfort and remove the cause of distress

f. Four years

1) Usually not pleasant to live with

2) May be more selfish, impatient, boastful

3) Quarrels, argues, competes, bosses more than in past

4) Loving and affectionate, needs and seeks approval

5) Has trouble separating fact from fantasy

- 6) Boasts and tells tall tales
- 7) Knows if people laugh at his mistakes
- 8) Adults should
  - a) Respect need to explore
  - b) Not treat child as a baby
  - c) Avoid too many hard and fast rules

g. Five years

- 1) Enters an adjusted, relatively quiet, conforming period
- 2) Becomes more practical, sympathetic, serious
- 3) Has longer attention span
- 4) Learns that others will not accept tall stories
- 5) Is more realistic and less fanciful
- 6) Asks meaningful questions
- 7) Likes supervision and accepts instructions
- 8) Asks permission

5. Any five of the following:

- a. Speech problems
- b. Day dreaming
- c. Extreme dependence on others
- d. Temper tantrums
- e. Overaggressive actions
- f. Dishonesty
- g. Crying
- h. Nervous habits
- i. Withdrawal

6. a, c, d, e, g

7. Any four of the following:
   - a. Some strenuous physical exercise daily in either play or work
   - b. An understanding of how strenuous exercise aids physical and emotional well-being
   - c. Development of a sense of humor so that one can laugh even at oneself
   - d. Understanding that crying is not always babyish
   - e. Close, affectionate relationship with at least one family member
   - f. Intimate friend to whom one can confide troubles and verbalize complaints that he would hesitate to discuss with an older person
   - g. Willingness to talk over one's problems with a sympathetic person
   - h. Respect on the part of others for the underlying causes of one's emotional arousal
8. a. 4
   - b. 2
   - c. 3
   - d. 1
   - e. 5
9. Any five of the following:
   - a. Unselfishness
   - b. Ability to distinguish between day dreams and reality
   - c. Ability to accept criticism constructively
   - d. Ability to concentrate
   - e. Not overly competitive
   - f. Positive approach
   - g. Dependability
   - h. Sense of humor
   - i. Independence
10. Evaluated to the satisfaction of the instructor.
11. Evaluated to the satisfaction of the instructor.
12. Evaluated to the satisfaction of the instructor.

GUIDANCE AND DISCIPLINE
UNIT IX

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list elements of an effective guidance program, discipline techniques, and factors to consider in good discipline. The student should be able to discuss the guidance of a child's conscience and basic guidelines for disciplining a child. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with guidance and discipline.
2. List elements of an effective guidance program.
3. Discuss the guidance of a child's conscience.
4. Discuss basic guidelines for disciplining a child.
5. List factors to consider in good discipline.
6. List discipline techniques.

GUIDANCE AND DISCIPLINE
UNIT IX

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information sheet.

  C. Discuss terminal and specific objectives.

  D. Discuss information sheet.

  E. Have students prepare a list of key words or phrases, positive in nature, that can be used in verbal guidance.

  F. Have students compare the effectivenss of the use of positive verbal guidance as compared to negative verbal guidance.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete activities as assigned by the instructor.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Test

  D. Answers to test

II. References:

A. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

C. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

GUIDANCE AND DISCIPLINE
UNIT IX

INFORMATION SHEET

I. Terms and definitions

   A. Conscience--The sense or awareness of the moral goodness of one's own conduct, intentions, or character together with a feeling of obligation to do right or have good behavior

   B. Guidance--The process of leading or directing another person

   C. Discipline--Controlling a child's behavior so that he can conduct himself in a way that will not upset him or others and that will make him an effective member of his family or social group

II. Elements of an effective guidance program

   A. Positive approach

   B. Consistency

   C. Supporting limits

   D. Recognition of individual differences

   E. Love

   F. Acceptance

III. Guidance of a child's conscience

   A. Avoid blaming a young child

   B. Avoid shaming the child or trying to make him feel guilty

   C. Tell the child what he can or cannot do and what the consequences are if he does

   D. See that the consequences happen

   E. Show the child he is responsible and let him struggle with his own conscience and sense of guilt

   (NOTE: Do not add to his burden of guilt by trying to increase it or by making him feel ashamed, "You naughty boy, shame on you." Guilty feelings can do a lot of damage to a personality in its early stages of growth when it is very important to develop a sense of respect for oneself.)

INFORMATION SHEET

IV. Basic guidelines for disciplining a child

   A. Firmness with friendliness is the basis of good discipline

   B. State clearly what you expect of the child, what the rules or limits are, and the consequences if any

   C. Maintain rules or limits consistently

   (NOTE: A child will learn quickly if one is firm and matter-of-fact in maintaining understood limits or rules. There should be as few rules as possible.)

   D. If the child engages in play which is not safe for him or for others, stop the play and explain the reasons to him; then show him what he can do

   E. If the child gets angry, be firm and do not get angry in return

   F. Let children handle their own conflicts whenever they can

   (NOTE: Sometimes it is enough merely to walk over closer to the children. One's presence is a steadying influence.)

   G. When attempting to settle a conflict, speak quietly, getting the children's attention first and calling them by name

   H. If conflicts are repeated, observe closely to see at what point the difficulty starts and help the children change what they are doing at that point

   (NOTE: If a particular child seems to be causing most of the trouble, remove him from the situation.)

   I. Prevention is the most effective way of managing problems

   J. Remember that children learn from having conflicts and settling them constructively

   (NOTE: Without conflicts there would be very little growing.)

   K. If necessary, physically help the child stay within limits

V. Factors to consider in good discipline

   A. Care about the child

   B. Feel confidence in and respect for ourselves

   C. Take the responsibility for seeing that the child does what he is supposed to do

   D. Let the child learn from experience

INFORMATION SHEET

E. Be consistent in what one does and says

F. Be firm and follow through with what one says

G. Be clear about what one expects

H. Leave the matter behind when it is over without trying to rub it in

VI. Discipline techniques

A. Give choices only when a choice is possible

B. Suggest substitutes

C. Share the work

D. Use key words

E. Be sensitive to the child's needs and values

F. Set up rituals

G. Keep things out of the way

H. Reward rather than bribe

I. Talk in a friendly way

J. Avoid a battle of wills

K. Avoid danger spots

L. Distraction

GUIDANCE AND DISCIPLINE
UNIT IX

TEST

1. Define the following terms.
   - a. Conscience
   - b. Discipline
   - c. Guidance
2. List six elements of an effective guidance program.
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.
3. Discuss the guidance of a child's conscience.

4. Discuss basic guidelines for disciplining a child.

5. List six factors to consider in good discipline.

   a.

   b.

   c.

   d.

   e.

   f.

6. List six discipline techniques.

   a.

   b.

   c.

   d.

   e.

   f.

GUIDANCE AND DISCIPLINE
UNIT IX

ANSWERS TO TEST

1. a. The sense or awareness of the moral goodness of one's own conduct, intentions, or character together with a feeling of obligation to do right or have good behavior

   b. Controlling a child's behavior so that he can conduct himself in a way that will not upset him or others and that will make him an effective member of his family or social group

   c. The process of leading or directing another person

2. a. Positive approach

   b. Consistency

   c. Supporting limits

   d. Recognition of individual differences

   e. Love

   f. Acceptance

3. Discussion should include:

   a. Avoid blaming a young child

   b. Avoid shaming the child or trying to make him feel guilty

   c. Tell the child what he can or cannot do and what the consequences are if he does

   d. See that the consequences happen

   e. Show the child he is responsible and let him struggle with his own conscience and sense of guilt

4. Discussion should include:

   a. Firmness with friendliness is the basis of good discipline

   b. State clearly what you expect of the child, what the rules or limits are, and the consequences if any

   c. Maintain rules or limits consistently

   d. If the child engages in play which is not safe for him or for others, stop the play and explain the reasons to him; then show him what he can do

- e. If the child gets angry, be firm and do not get angry in return
- f. Let children handle their own conflicts whenever they can
- g. When attempting to settle a conflict, speak quietly, getting the children's attention first and calling them by name
- h. If conflicts are repeated, observe closely to see at what point the difficulty starts and help the children change what they are doing at that point
- i. Prevention is the most effective way of managing problems
- j. Remember that children learn from having conflicts and settling them constructively
- k. If necessary, physically help the child stay within limits

5. Any six of the following

- a. Care about the child
- b. Feel confidence in and respect for ourselves
- c. Take the responsibility for seeing that the child does what he is supposed to do
- d. Let the child learn from experience
- e. Be consistent in what one does and says
- f. Be firm and follow through with what one says
- g. Be clear about what one expects
- h. Leave the matter behind when it is over without trying to rub it in

6. Any six of the following

- a. Give choices only when a choice is possible
- b. Suggest substitutes
- c. Share the work
- d. Use key words
- e. Be sensitive to the child's needs and values
- f. Set up rituals
- g. Keep things out of the way
- h. Reward rather than bribe

i. Talk in a friendly way
j. Avoid a battle of wills
k. Avoid danger spots
l. Distraction

CHILDREN'S
ACTIVITIES
SECTION E

VALUE OF PLAY
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss the play needs of children from infancy to six years of age. The student should be able to discuss the effects of creative play and to list characteristics of infant play and the learnings and values of play. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss play needs during various stages of development.
2. Discuss five effects of creative play on the child's development.
3. List characteristics of infant's play at various stages of development.
4. List five learnings that may be acquired through play.
5. List five values of play.
6. List three stages of play.
7. Observe a child.
8. Compare two situations in regard to play materials available, reasons for absorption in play, and learnings.
9. Determine the correct behavior to use when given typical situations in guiding children.

VALUE OF PLAY
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Direct students through the different assignments, being flexible to allow for various answers which might be given by the students.

   F. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet and complete each assignment sheet.

   C. Make sure you are able to perform according to the type of performance called for by each objective.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Observing a Child

      2. Assignment Sheet #2--Creativity and Play

      3. Assignment Sheet #3--Typical Situations in Guiding Children

   D. Answers to Assignment Sheet #3

E. Test

F. Answers to test

II. References:

A. Ames, Louise Bates. *Child Care and Development.* New York: J. B. Lippincott Company, 1970.

B. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

C. Brisbane, Holly E. and Audrey Palm Riker. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1965.

D. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* New York: J. B. Lippincott Company, 1969.

VALUE OF PLAY
UNIT I

INFORMATION SHEET

I. Play needs during various stages of development

  A. Birth to three months

    1. Things to watch
    2. Things to hear
    3. Things to feel
    4. To be talked to

  B. Four to six months

    1. Things to grasp, manipulate, shake, suck, or chew for mental and motor development
    2. Things small enough to be grasped easily but too large to be swallowed

  C. Seven to nine months

    1. Items to pound, bang, throw, and shake
    2. Items for pulling up

  D. Ten to twelve months

    1. Items to creep after
    2. Manipulative toys

  E. One to two years

    1. Investigation and manipulation toys
    2. Equipment for development of large body muscles
    3. Guidance in learning to share
    4. Plenty of room in which to play

  F. Three to four years

    1. Playmates
    2. Responsibilities
    3. Guidance in acquiring inner controls

       (NOTE: This is the conscience.)

    4. Guidance in accepting one's own sex

INFORMATION SHEET

G. Five to six years

  1. Coordination and control of fine muscles

  2. Guidance in understanding what behavior is acceptable

  3. Guidance in understanding the behavior of others

  4. Plenty of time for play

II. Effects of creative play on the child's development

A. Allows child to explore and invent

B. Supplies stimulation through "work" itself

C. Attracts child to interesting activities and companionship

D. May perfect physical coordination and aptitude to such a degree as to be recognized as a talent

E. Leads to independence

F. Develops ability to lead and follow

G. Leads to a trouble-free child as he gets great satisfaction from:

  1. Achievement

  2. Discovery

  3. Production of something admirable

  (NOTE: Learning in play is the foundation for intellectual development.)

  4. Channel of self-expression

H. Personal satisfaction

III. Characteristics of infant's play at various stages of development

A. Birth to three months

  1. Exercises through play

    a. Smiles, coos, gurgles

    b. Looks and turns his head a little

  2. Pays attention to voices

INFORMATION SHEET

B. Four to six months

  1. Plays with his hands

  2. Looking may still be his favorite activity

  3. Kicks vigorously, turns his head actively from side to side, and rolls to one side

C. Seven to nine months

  1. Plays with feet as well as hands

  2. Likes to handle different things to see what they feel like and what they will do

  3. Brings almost anything to his mouth; likes to bite things

  4. Loves to vocalize to himself

D. Ten to twelve months

  1. Moving his body about is one of his most exciting activities

  2. Can handle objects in enough different ways to make toys a lot of fun

  3. Likes to play with things and with people

  4. Likes to investigate

IV. Learnings of play

  A. Develops social relationships and skills

  B. Shares with others

  C. Takes turns

  D. Leads and follows

  E. Asks for what he wants and needs

  F. Understands roles of mother, father, baby, doctor, and other familiar persons

  G. Exercises muscles; gains in physical fitness

  H. Stimulates language growth through communication

  I. Solves problems

  J. Promotes sensory development

INFORMATION SHEET

V. Values of play

   A. Helps the child move toward his full potential

   B. Aids in the development of motor skills and coordination; provides an outlet for excess energy

   C. Leads to discovery, reasoning, and thought

   D. May foster physical, emotional, social, moral, and intellectual development

   E. Serves as channel for self-expression and self-understanding

VI. Stages of play

   A. Solitary

   B. Parallel

   C. Cooperative

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #1--OBSERVE A CHILD

Using the following guide, observe a child of your acquaintance or visit a nursery or day care center. You may wish to submit to the class a report of your observations including a snapshot of the child.

(NOTE: The following observation guide may be altered to fit individual circumstances and teacher's and/or students' needs.)

SUGGESTED GUIDE FOR OBSERVING A CHILD BETWEEN TWO AND SIX

Name of child Snapshot

Age

Sex

Other members of the family

Names and ages of brothers and sisters

1. Describe the setting.

   Is the child at home, on the street, in the park, at a recreation center?

2. What is he doing?

3. List the play materials he is using (or owns, if at home).

4. Record as much of his language as you can. Try to discover his ideas by listening; do not ask him. Is he talking in simple words or in long sentences? What language is used in his home?

5. If he is playing with others, what role is he taking? Give instances on which your answers are based.

   Is he a leader or a follower or both?

   Does he share or is he not ready yet to share?

   Does he take turns?

   Does he seem to like to play with others?

   Do other children seem to like him? Why?

ASSIGNMENT SHEET #1

6. What are his relationships with the adults who care for him? Give instances on which your answers are based.

    Is he resistant to authority?

    Is he affectionate in his behavior?

    Is he cooperative and responsible?

    Is he dependent on adult help and ideas?

7. What evidence can you see that the parents give worthwhile experiences to their children, such as opportunity for participating in home activities, caring for pets, or going on excursions?

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #2--CREATIVITY AND PLAY

PROBLEM: Compare the two following situations from the points of view of (a) play materials available, (b) reasons for absorption in play, and (c) learnings.

1. Bud and Jeff, aged four, were playing in Jeff's home. Jeff had all of his toys in a box. He took out small cars with the wheels off and tried to put the wheels back on. Bud had a truck which could be wound up so it would run across the floor. He succeeded in making it go. It whizzed along toward Jeff, and Jeff stopped his wheel fixing and sent it back. They pushed other toys back and forth at each other. Soon they stopped and asked Jeff's mother for something to eat. She gave them orange juice and suggested they go back to play. Jeff said, "We haven't anything to do." Then his mother suggested they go out to the backyard to play. They went out, chased each other around, and came back begging for something to eat again.

2. Leonard and Philip, aged four, were playing with blocks at Leonard's home. They were making high piles of blocks and then knocking them down. Leonard's mother came by and said, "Remember the garage where we had our car fixed yesterday? Why don't you take your cars to be repaired?" The boys set to work, built a "garage," and took their cars in. One car had to have the transmission fixed and one needed gas and oil. Soon Leonard's mother called them for lunch. "We can't come now," said Leonard. "This transmission isn't fixed yet."

   a.

ASSIGNMENT SHEET #2

b.

c.

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #3--TYPICAL SITUATIONS IN GUIDING CHILDREN

On a separate sheet of paper put the letter of the statement which describes most nearly what you think should be done for each situation. Give your reasons for thinking it is the most desirable thing to do in the situation. Discuss these reasons in class. Notice the amount of agreement as well as differences in points of view. Perhaps you will change your opinion in some cases as you talk it over.

In a nursery school

1. It is the first day of school. Mary's mother has just brought her to the nursery school. At the teacher's approach, Mary, who is three, clings to her mother. She is an only child and has not had much experience with children or been away from her mother. The teacher:

   ______a. suggests to Mary's mother that she say goodbye and leave, assuring her that Mary will soon be all right.

   ______b. takes Mary's hand and invites her to join the children in their play.

   ______c. smiles at Mary and asks Mary's mother to sit in a chair near where the children are playing.

2. Three children are walking up a steeply inclined board and climbing onto the jungle gym. Three other children are playing in the sandbox nearby. The teacher who is supervising the play yard stands:

   ______a. close to the children on the inclined board.

   ______b. close to the sandbox.

   ______c. halfway between the two groups.

3. Some three-year-old children are playing together in the sandbox at nursery school. Jane, a shy, quiet child, stands for some time watching them. The teacher:

   ______a. asks Jane if she wants to play in the sand.

   ______b. puts a spoon and truck near Jane.

   ______c. asks the children to invite Jane to play.

ASSIGNMENT SHEET #3

4. Three-year-old Jane who has taken almost half of the available clay starts to reach for some more. Several other children are using the clay. The teacher says:

_____a. "Aren't you going to let the other children have some of the clay?"

_____b. "You must not take any more clay, Jane. The other children want to use it, too."

_____c. "Use the clay you have, Jane. The rest of the clay is for the other children to use."

5. Jane is playing in the housekeeping corner when she notices a teacher sitting nearby. She looks at the teacher a minute and then says, "I don't like you." The teacher replies:

_____a. "Oh, I'm sure that you do. You like everyone in school."

_____b. "I like you. Maybe you'll like me when you know me better."

_____c. "You should not say that. It's not nice."

6. John is angry because there isn't time left for painting. He shouts at the teacher, "You old stink pot." The teacher says:

_____a. "I know how you feel. It makes you pretty cross not to be able to paint when you want to."

_____b. "Let's talk about something pleasant, John."

_____c. "You mustn't talk to people that way, John. They won't like you."

7. Mary, who has a new baby brother at home, is at the table using crayons with several other children. She has ten crayons in her lap protecting them from the others. The teacher:

_____a. makes sure that there are enough crayons for the other children so they do not need the ones Mary has.

_____b. says, "It's selfish to take so many crayons, Mary. You'll have to leave the table if you can't share."

_____c. says, "You need to use only one crayon at a time, Mary. Put them on the table. We share them with all the children."

ASSIGNMENT SHEET #3

8. The teacher finds three-year-old Janet in the toilet room watching Joe as he urinates. Janet looks a little uncomfortable when she sees the teacher. The teacher:

   ______a. says, "You mustn't stay in here watching boys. Come, we'll go out and play now."

   ______b. takes her out of the toilet room saying, "You are through. You are ready to go out and play."

   ______c. says, "It's all right. You want to see how Joe goes to the toilet. Boys stand up. Girls sit down," and the teacher talks with Joe as they both stand watching.

9. John is an active, aggressive three-year-old. For no apparent reason he hits Jane as she walks past him on her way to the sandbox. Jane runs to the teacher crying, "John hit me. He's a naughty boy." The teacher says:

   ______a. "John, you mustn't hit children. We don't do that at nursery school."

   ______b. "That's too bad. I hope it didn't hurt much," and then adds, "Were you going to play in the sandbox?"

   ______c. "You can hit him when he does that. You needn't come to me."

At home or school

10. John takes a big bite of mashed potato, spilling some of it in his lap. Mother says:

    ______a. "Don't take such a big bite, John, and then you won't spill."

    ______b. "Take little bites, John. See what nice little bites Janet is taking."

    ______c. "Take little bites, John. Then it will all go in your mouth."

11. Bill, who is nearly four, comes in from his play outdoors, pulls off his hat and coat, and drops them on the floor. His mother:

    ______a. picks up his hat and coat, goes after Bill, and gives them to him saying, "Your hat and coat were on the floor. They belong on the hook in the closet. Take them back and hang them up before you play."

    ______b. goes after Bill, saying, "Your coat and hat are on the floor. They need to be hung on the hook in the closet; then you'll be ready to play." She returns with him while he picks up his wraps.

    ______c. picks up his hat and coat and hangs them in the closet for Bill, realizing that he is already busy with play and might object to coming back to hang up his wraps.

ASSIGNMENT SHEET #3

12. A mother sees four-year-old Bob hitting his playmate, Mary, because he wants the tricycle she is using and she won't give it to him. The mother stops Bob, saying:

_____a. "You are a naughty boy to hit like that. You go into the house and play until you can behave."

_____b. "You should hit him right back, Mary. That will teach him not to act that way."

_____c. "Mary's using the tricycle, Bob. You can tell her you want it when she's through. I'll help you find something else to do while you're waiting."

13. This rainy day Betty and her friend Mary are making pictures using paste and scraps of colored paper. They put lots of paste on both sides of the scraps of paper and they rub their fingers over the paste. Betty's mother sees them. She:

_____a. says, "Do it this way. Just a little paste on one side. Try to keep your hands clean."

_____b. smiles and says, "It's fun, isn't it."

_____c. says, "What a mess you've made. That's enough. You are just wasting the paste."

14. Louise is helping pick up the toys scattered over the floor when she runs off to the other end of the room and starts playing. Her mother says:

_____a. "Louise, if you'll come back and help, I'll tell you a story about what I saw out the window this morning.

_____b. "If you don't come back and help, you can't go out to play with your friends."

_____c. "Louise, you need to finish picking up. When the toys are all picked up, I'll tell you a story about what I saw out of the window this morning."

VALUE OF PLAY
UNIT I

ANSWERS TO ASSIGNMENT SHEET #3

1. B
2. A
3. C
4. C
5. B
6. A
7. A
8. C
9. B
10. C
11. B
12. C
13. B
14. C

(NOTE: These answers are suggested as guides for points of discussion.)

VALUE OF PLAY
UNIT I

TEST

1. Discuss the play needs of the following stages of development.

   a. Birth to three months

      1)

      2)

   b. Four to six months

      1)

      2)

   c. Seven to nine months

      1)

      2)

   d. Ten to twelve months

      1)

      2)

   e. One to two years

      1)

      2)

      3)

      4)

   f. Three to four years

      1)

      2)

      3)

      4)

g. Four to six years

1)

2)

3)

4)

5)

6)

7)

8)

2. Discuss five effects of creative play on the child's development.

3. List characteristics of infant's play at the following stages of development.

a. Birth to three months

1)

2)

b. Four to six months

1)

2)

3)

c. Seven to nine months

1)

2)

3)

4)

d. Ten to twelve months

1)

2)

3)

4)

4. List five learnings that may be acquired through play.

a.

b.

c.

d.

e.

5. List five values of play.

a.

b.

c.

d.

e.

6. List three stages of play

a.

b.

c.

7. Observe a child.

8. Compare two situations in regard to play materials available, reasons for absorption in play, and learnings.

9. Determine the correct behavior to use when given typical situations in guiding children.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

VALUE OF PLAY
UNIT I

ANSWERS TO TEST

1. a. Birth to three months
    1) Things to watch
    2) Things to hear
    3) Things to feel
    4) To be talked to
   b. Four to six months
    1) Things to grasp, manipulate, shake, suck, or chew for mental and motor development
    2) Things small enough to be grasped easily but too large to be swallowed
   c. Seven to nine months
    1) Items to pound, bang, throw, and shake
    2) Items for pulling up
   d. Ten to twelve months
    1) Items to creep after
    2) Manipulative toys
   e. One to two years
    1) Investigation and manipulation toys
    2) Equipment for development of large body muscles
    3) Guidance in learning to share
    4) Plenty of room in which to play
   f. Three to four years
    1) Playmates
    2) Responsibilities

        3) Guidance in acquiring inner controls
        4) Guidance in accepting one's own sex
    d. Five to six years
        1) Coordination and control of fine muscles
        2) Guidance in understanding what behavior is acceptable
        3) Guidance in understanding the behavior of others
        4) Plenty of time for play

2. Discussion should include any five of the following
    a. Allows child to explore and invent
    b. Supplies stimulation through "work" itself
    c. Attracts child to interesting activities and companionship
    d. May perfect physical coordination and aptitude to such a degree as to be recognized as a talent
    e. Leads to independence
    f. Develops ability to lead and follow
    g. Leads to a trouble-free child as he gets great satisfaction from:
        1) Achievement
        2) Discovery
        3) Production of something admirable
        4) Channel of self-expression
    h. Personal satisfaction

3. a. Birth to three months
        1) Exercises through play
            a) Smiles, coos, gurgles
            b) Looks and turns his head a little
        2) Pays attention to voices

b. Four to six months

1) Plays with his hands

2) Looking may still be his favorite activity

3) Kicks vigorously, turns his head actively from side to side, and rolls to one side

c. Seven to nine months

1) Plays with feet as well as hands

2) Likes to handle different things to see what they feel like and what they will do

3) Brings almost anything to his mouth; likes to bite things

4) Loves to vocalize to himself

d. Ten to twelve months

1) Moving his body about is one of his most exciting activities

2) Can handle objects in enough different ways to make toys a lot of fun

3) Likes to play with things and with people

4) Likes to investigate

4. Any five of the following

a. Develops social relationships and skills

b. Shares with others

c. Takes turns

d. Leads and follows

e. Asks for what he wants and needs

f. Understands roles of mother, father, baby, doctor, and other familiar persons

g. Exercises muscles; gains in physical fitness

h. Stimulates language growth through communication

i. Solves problems

j. Promotes sensory development

5. a. Helps the child move toward his full potential
   b. Aids in the development of motor skills and coordination; provides an outlet for excess energy
   c. Leads to discovery, reasoning, and thought
   d. May foster physical, emotional, social, moral, and intellectual development
   e. Serves as a channel for self-expression and self-understanding
6. a. Solitary
   b. Parallel
   c. Cooperative
7. Evaluated to the satisfaction of the instructor.
8. Evaluated to the satisfaction of the instructor.
9. Evaluated to the satisfaction of the instructor.

TOYS
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss with accuracy the role of toys and play equipment and their characteristics and suitability for children at various stages of development. The student should be able to show the developmental sequence of a child's play with various toys. The student should be able to prepare and select materials for children's play activities and to list toys that foster creativity and toys that are considered to be dangerous for children at various ages. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss in a brief paragraph the role of toys and play equipment in children's play.
2. List desirable characteristics of infants' toys and play equipment.
3. Select suitable toys and play equipment for children at various stages of development.
4. List kinds of play equipment which foster creativity.
5. List toys which are dangerous at various stages of a child's development.
6. Prepare materials for children's play activities.
7. Analyze toys and play equipment to determine their suitability for children of various ages.
8. Plan the developmental sequence of a child's play with various toys.

TOYS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  (NOTE: The assignment sheets used with this unit are designed to facilitate the students' awareness of the importance of toys to the total scope of the developing child.)

  E. Direct students through the different learning paths for each specific objective.

  F. Make outside assignment for students. Have each student collect magazine pictures of small children or toys and identify the approximate age of the children by the activity or toy being used. Explain in detail.

  G. Plan a bulletin board which portrays certain concepts pertinent to the use of toys for the developing child.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Make sure you are able to perform according to the type of performance called for by each specific objective.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Materials for Children's Play Activities

2. Assignment Sheet #2--Analyze Toys and Play Equipment

3. Assignment Sheet #3--The Developmental Sequence in a Child's Play

D. Test

E. Answers to test

II. References:

A. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett, Inc., 1965.

C. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* New York: J. B. Lippincott Company, 1969.

TOYS
UNIT II

INFORMATION SHEET

I. Role of toys and play equipment in children's play

   A. Provide a way to have fun

   B. Provide an outlet for suppressed emotions

   C. Allow the child to evaluate his real and imaginary world

   D. Provide an opportunity for the child to recognize his limitations

   E. Provide objects from which the child can

      1. Learn

      2. Master a skill

      3. Develop his body

      4. Develop his mind

         (NOTE: This may be problem solving.)

   F. Encourage imaginative types of play

   G. Offer possibilities for learning about the world

      Example: Learning about forces from using pulley and forms from working puzzles

   H. Invite use of toys by more than one child at a time

II. Desirable characteristics of infants' toys and play equipment

   A. Can be safely put into his mouth and can be washed and easily kept clean

      Example: Terry cloth animal

   B. Hard and feels good on his gum when he bites on it

      Example: Hard rubber teething ring

   C. Soft and feels good when he squeezes it and bangs it with his hands

      Example: Soft rubber doll

INFORMATION SHEET

D. Bright color for eye development

Example: Colored plastic cubes

E. Moves for eye coordination

Example: Mobile

F. Makes a sound to promote sound discrimination

Example: Rattle

G. Can be grasped in his hand for muscular coordination

Example: Small lid

H. Light in weight without sharp edges or points for safety and ease in handling

III. Toys and play equipment suitable at various stages of development

A. Birth to three months

1. Crib jingles
2. Mobiles
3. Hanging rattle

B. Four to six months

1. Rattles
2. Solid teething rings
3. Cups
4. Spools
5. Plastic toys

C. Seven to nine months

1. Rattles
2. Metal cups
3. Lids and covers
4. Beads on a string

INFORMATION SHEET

5. Unbreakable animals
6. Blocks
7. Balls
8. Washable bean bags

D. Ten to twelve months

1. Balls
2. Toys on wheels
3. Plastic animals and toys
4. Items that fit together or stack
5. Toys to pull or carry
    a. Basket, box, or pail to fill and carry
    b. Musical pull toys
    c. Sacks and cans
    d. Spools
    e. Nests of boxes or blocks
    f. Pegboards with large pegs

E. One to two years

1. Touch-and-feel books
2. Brightly colored plastic or rubber beads on strong cord
3. Washable squeak toys
4. Stuffed animals
5. Large, soft balls
6. Blocks with rounded corners
7. Push and pull toys

INFORMATION SHEET

F. Two to three years

  1. Large pegboards
  2. Wooden animals
  3. Large crayons
  4. Rocking horse
  5. Sturdy cars and wagons
  6. Button, snap, zip, and lace books, dolls, or boards
  7. Dolls

G. Three to six years

  1. Nonelectric trains
  2. Building blocks
  3. Dolls and doll equipment
  4. Blackboards and dustless chalk
  5. Play dough
  6. Simple construction sets
  7. Paints
  8. Small sports equipment
  9. Balance board

  (NOTE: Toys can be dangerous if they are not related to the age level of the child. Parents should not buy toys for their commercial appeal, but should select those which foster learning.)

IV. Kinds of play equipment which foster creativity

  A. Building blocks, alphabet blocks

  B. Sandbox

  C. Doctor's kit

  D. Science kit

INFORMATION SHEET

E. Play dough

F. Paint set

G. Large planks and boxes

H. Ranch and farm sets

I. Doll house

J. Tricycle or bicycle

K. Water play

V. Dangerous toys at various stages of a child's development

A. Birth to two years

1. Those small enough to swallow
2. Flammable objects
3. Toys with removable parts
4. Those with poisonous paint
5. Stuffed animals with glass or button eyes

B. Two to three years

1. Those with sharp edges
2. Objects with small removable parts, poisonous paints
3. Marbles, beads, coins
4. Flammable toys

C. Three to six years

1. Sharp or cutting toys
2. Highly flammable costumes
3. Electrical toys
4. Shooting games that endanger eyes
5. Poisonous painting sets
6. Ill-balanced tricycles or wagons that may topple

TOYS
UNIT II

ASSIGNMENT SHEET #1--MATERIALS FOR CHILDREN'S PLAY ACTIVITIES

Prepare materials to be used for the kind of activity that you would plan for children in the following age categories: one- to two-year-olds, three- to four-year-olds, and the five-year-old.

TOYS
UNIT II

ASSIGNMENT SHEET #2–ANALYZE TOYS AND PLAY EQUIPMENT

The class will be divided into two groups. Follow the directions for the group in which you are placed.

1. Group 1: Select one toy to represent various stages of development of children. Select three different brand names of this same toy and analyze the toys on the basis of safety, durability, flexibility, and versatility. Determine which of these brand-named toys is best suited to the needs of the child at the various stages of development.

2. Group 2: Obtain catalogs from various companies who supply play equipment for day care centers, kindergarten classrooms, and playgrounds. Assume that you are to purchase play equipment for children. The information and picture in the catalog is the only guide you have. Analyze this equipment on the basis of safety, durability, flexibility, and versatility for children at various ages.

TOYS
UNIT II

ASSIGNMENT SHEET #3-THE DEVELOPMENTAL SEQUENCE IN A CHILD'S PLAY

Below you will find an example of the versatility of a child's toy. This example shows the developmental sequence in a child's play from one to six years of age using building blocks. After you have examined this example carefully, you are to follow through the same sequence with a toy of your choice. (You may be able to select from the examples given in #IV on your information sheet.)

The developmental sequence in a child's play using blocks:

1. Between one and two, a child merely carries them about and places them on top of each other.
2. From two to three, he places them in a row and makes low towers.
3. From three to four, he makes complex combinations such as fences, outlines for a house, or crude bridges.
4. From four to five, the blocks become trains, chairs, trucks, or other items in pretend play.
5. Between the ages of five and six, they are used to build structures such as churches, houses, bridges, and towers.

TOYS
UNIT II

TEST

1. Discuss in a brief paragraph five roles of toys and play equipment in children's play.

2. List eight desirable characteristics of infants' toys and play equipment.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

3. Select suitable toys and play equipment for children at various stages of development from the list given below. (Question continued on next page.)

   Rattles

   Washable squeak toys

   Simple construction sets

   Sturdy cars and wagons

   Nonelectric trains

   Touch-and-feel books

   Large crayons

   Blocks with round corners

   Rocking horse

   Paints and paint books

   Mobiles

   Solid teething rings

a. Birth to one year of age

1)

2)

3)

b. One to two years of age

1)

2)

3)

c. Two to three years

1)

2)

3)

d. Three to six years

1)

2)

3)

4. List five kinds of play equipment which foster creativity.

a.

b.

c.

d.

e.

5. List four dangerous toys for each of the various stages of a child's development.

a. Birth to two years

1)

2)

3)

4)

b. Two to three years

1)

2)

3)

4)

c. Three to six years

1)

2)

3)

4)

6. Prepare materials for children's play activities.

7. Analyze toys and play equipment to determine their suitability for children of various ages.

8. Plan the developmental sequence of a child's play with various toys.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

TOYS
UNIT II

ANSWERS TO TEST

1. Discussion should include any five of the following
   a. Provide a way to have fun
   b. Provide an outlet for suppressed emotions
   c. Allow the child to evaluate his real and imaginary world
   d. Provide an opportunity for the child to recognize his limitations
   e. Provide objects from which the child can
      1) Learn
      2) Master a skill
      3) Develop his body
      4) Develop his mind
   f. Encourage imaginative types of play
   g. Offer possibilities for learning about the world
   h. Invite use of toys by more than one child at a time
2. a. Can be safely put into his mouth and can be washed and easily kept clean
   b. Hard and feels good on his gum when he bites on it
   c. Soft and feels good when he squeezes it and bangs it with his hands
   d. Bright color for eye development
   e. Moves for eye coordination
   f. Makes a sound to promote sound discrimination
   g. Can be grasped in his hand for muscular coordination
   h. Light in weight without sharp edges or points for safety and ease in handling

3. a. Birth to one year of age
    1) Rattles
    2) Mobiles
    3) Solid teething rings
   b. One to two years of age
    1) Touch-and-feel books
    2) Washable squeak toys
    3) Blocks with rounded corners
   c. Two to three years
    1) Sturdy cars and wagons
    2) Large crayons
    3) Rocking horse
   d. Three to six years
    1) Simple construction sets
    2) Nonelectric trains
    3) Paints

4. Any five of the following
   a. Building blocks, alphabet blocks
   b. Sandbox
   c. Doctor's kit
   d. Science kit
   e. Play dough
   f. Paint set
   g. Large planks and boxes
   h. Ranch and farm sets

i. Doll house

j. Tricycle or bicycle

k. Water play

5. a. Birth to two years

   Any four of the following

   1) Those small enough to swallow
   2) Flammable objects
   3) Toys with removable parts
   4) Those with poisonous paint
   5) Stuffed animals with glass or button eyes

   b. Two to three years

   1) Those with sharp edges
   2) Objects with small removable parts, poisonous paints
   3) Marbles, beads, coins
   4) Flammable toys

   c. Three to six years

   Any four of the following

   1) Sharp or cutting toys
   2) Highly flammable costumes
   3) Electrical toys
   4) Shooting games that endanger eyes
   5) Poisonous painting sets
   6) Ill-balanced tricycles or wagons that may topple

6. Evaluated to the satisfaction of the instructor.

7. Evaluated to the satisfaction of the instructor.

8. Evaluated to the satisfaction of the instructor.

DRAMATIC PLAY
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to define dramatic play as it applies to early childhood development. The student should discuss finger play, list materials usually identified with dramatic play, demonstrate skills in effective conversation using puppets and methods of stimulating a child's imagination, and develop a dramatic play kit. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with the role of dramatic play in early childhood development.
2. List materials and equipment most usually identified as dramatic play props.
3. Discuss in a short paragraph the term finger play and the ways it would enhance a child's dramatic play activity.
4. Describe a puppet and its construction giving evidences of the kinds of materials used.
5. List four methods of stimulating the imagination of children.
6. Construct a puppet.
7. Develop a dramatic play kit.
8. Demonstrate the ability to:
    a. Identify items which stimulate the child's imagination from observation.
    b. Converse with a child using a puppet.

DRAMATIC PLAY
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information, assignment, and job sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Direct students through the different learning paths for each specific objective.

   F. Assist the students with Assignment Sheet #2.

   (NOTE: It is important that dramatic play for children be developed to the fullest extent. It is equally important that students as future parents and as employees of child care centers learn to identify toys that will enhance the child's imagination. This activity assigned to students provides them with the opportunity to observe children and determine how children most effectively make use of the toys they select. Finally, if students are aware of those toys which stimulate the imagination, time and effort will be better utilized when providing dramatic play items for children.)

   G. Discuss, show, and demonstrate ways to make puppets.

   H. Instruct student to make at least one puppet following the job sheets given.

   I. Discuss and demonstrate how to tell a story effectively using puppets.

   J. Discuss and demonstrate different finger plays.

   K. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet.

   D. Make sure you are able to perform according to the type of performance called for by each specific objective.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment sheets
    - 1. Assignment Sheet #1--Use Puppet in Conversation
    - 2. Assignment Sheet #2--Observation of a Child
    - 3. Assignment Sheet #3--Develop a Dramatic Play Kit
- D. Job sheets
    - 1. Job Sheet #1--Make a Finger Puppet
    - 2. Job Sheet #2--Make a Hand Puppet
    - 3. Job Sheet #3--Make a Stick Puppet
- E. Test
- F. Answers to test

II. References:

A. Chambers, Dewey W. *Storytelling and Creative Drama.* Debuque, Iowa: William C. Brown Company Publishers, 1970.

B. Chernoff, Goldie Taub. *Puppet Party.* New York: Walker and Company, 1971.

C. Galdston, Olive. *Play With Puppets.* New York: Play School Association, Inc., 1972.

D. Warrell, Estelle Ansley. *Be A Puppeteer.* New York: McGraw-Hill Book Company, 1969.

DRAMATIC PLAY
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Dramatic play--Role playing activities which contribute to the learning capacity of the child by stimulating the imagination

      (NOTE: Dramatic play involves body movement, breathing, diction, inflection, pantomime, and improvisation.)

   B. Pantomime--Enactment of a story or situation using only body gestures; foundation upon which creative dramatics is built; no words are spoken and no props of any kind are used

   C. Improvisation--Pantomime plus spoken dialogue; dialogue is not written or read but is improvised along with the action

      (NOTE: At this point the child will have learned to use his body with a certain grace. He knows how to breathe properly, speak clearly, and show feeling by the tone of his voice.)

II. Dramatic play props

   A. Materials

      1. Hats, dress-up clothes, uniforms, costumes

      2. Sand, mud, stones, sticks, water

   B. Equipment

      1. Housekeeping play--Dolls, dishes, cooking utensils, cleaning tools, furniture, mirrors, blankets, and fabric

      2. Large and small blocks, packing boxes, boards, planks, barrels, wagons

III. Finger play

   A. Definition--Songs or poems that involve actions on the part of the participants; usually short and fun

   B. Ways it enhances dramatic play activity

      1. Useful at the end of the day when children are tired and need a quiet activity

      2. Useful with an individual child when he has nothing with which to play

INFORMATION SHEET

3. Stimulate the child's imagination

Example:

A Poem To Play-Act

"I reach up to the shelf each day
And take my toys and start to play.
(With both hands reach up. Lower hands slowly as if they held a toy.)

I bounce my ball. I bounce it high!
(Hands clasped as if they held a ball. Push hands down a little. Then open hands as if to catch a ball.)

I fly my airplane in the sky.
(Raise right hand, palm down, fingers together and straight. Move hand swiftly forward and upward.)

I drive my truck around the room.
(Hold hands apart as if grasping a steering wheel. One hand moves forward a little while the other moves backward.)

I beat my drum boom-boom, boom-boom!
(Close hands loosely. Hold them apart and thrust down rather sharply. Repeat action.)

My horn makes such a funny sound.
(Loosely close fists, one in front of the other, and raise to mouth.)

My train goes quickly round and round.
(Quickly move fists about each other in a small circle.)

When I have finished with my play,
I always put my toys away.
(Reach up and pause an instant with arms raised as if hands were holding a toy.)

I put away my ball, my plane,
My truck, my drum, my horn, my train."
(Repeat above action for each toy.)

(NOTE: Any finger play should enhance a child's dramatic play activity by providing an opportunity for body movement, breathing, diction, and inflection.)

INFORMATION SHEET

IV. Kinds and construction of puppets

A. Definition of puppet--Artificial figure of a person, an animal or an object made to move by the efforts of a human to portray the characters of a story

B. Kinds of simple puppets

1. Finger puppets
2. Paper bag puppets
3. Stick puppets
4. Folded paper string puppets
5. Box puppets
6. Glove and mitten puppets
7. Sock puppets

(NOTE: There are many other kinds of puppets but these are the simplest and easiest to make. Children will enjoy making these also.)

C. Material and supplies used in constructing puppets

1. Body
    - a. Paper--Bags, cups, plates, construction paper
    - b. Socks, mittens, gloves
    - c. Cartons, odd-shaped boxes, plastic containers
    - d. Balloons of assorted sizes
    - e. Balls--Rubber, styrofoam
    - f. Cardboard paper
2. Hair
    - a. Yarn, cotton roping, fur, felt, feathers, fringe
    - b. Novelty papers, braiding, string, ribbon, rope, steel wool

INFORMATION SHEET

3. Facial features
    a. Beads, buttons, jewels, colored thread, embroidery
    b. Appliques of felt, cloth, leather
4. Fasteners--Paste, glue, tape, paper clips
5. Decorating items
    a. Crayon, felt marker, poster paints
    b. Lipstick
    c. Scissors
    d. Needle and thread
    e. Sticks for stick puppets

V. Methods for stimulating a child's imagination

A. Encourage free execution of original thought in painting, storytelling, dancing, and music

Example: Telling stories of make-believe and actual experiences

B. Take the time occasionally to participate in and appreciate the child's imagination in play and verbal exchange

Examples: Role playing, improvisation

C. Provide play materials that stimulate originality

Examples: Building equipment, costume clothes, art supplies, miniature musical instruments, and tools

D. Offer support when the child's self-criticism undermines his own work as he views it against another's performance and imitation

DRAMATIC PLAY
UNIT III

ASSIGNMENT SHEET #1--USE PUPPET IN CONVERSATION

After constructing a puppet, carry on a conversation with a child using this puppet. Report the results to the class.

DRAMATIC PLAY
UNIT III

ASSIGNMENT SHEET #2--OBSERVATION OF A CHILD

Observe the child to determine which materials stimulate a child's imagination. View a display of single purpose toys, coloring books, clay building blocks, hats, packing boxes, talking dolls, and colored paper.

1. Record items most often selected.

2. Record how the child played with the materials.

3. Indicate whether the imagination appeared to have been stimulated and give reasons.

DRAMATIC PLAY
UNIT III

ASSIGNMENT SHEET #3--DEVELOP A DRAMATIC PLAY KIT

Develop a dramatic play kit on a subject of your choice using the information given on the information sheet.

Examples:
- Doctor's bag
- Beautician's kit
- Plumbers tool box

DRAMATIC PLAY
UNIT III

JOB SHEET #1--MAKE A FINGER PUPPET

I. Tools and equipment needed

   A. Paper

   B. Tape, glue, or paste

   C. Crayons, felt markers, or poster paints

   D. Scissors

II. Procedure

   A. General

      1. Cut a strip of paper and tape it around your finger, making a tube

         a. Slide it off your finger

         b. Press it flat on the table to decorate

      2. Decorate

         a. Draw face on the front

         b. Decorate with crayons, felt markers, or poster paints

         c. Decide what to add

            1) Tail

            2) Hat

            3) Ears

            4) Other details

   B. Specific

      1. A cat (Figure 1)

         a. Draw face and stripes on your puppet

         b. Cut ears and tail from paper

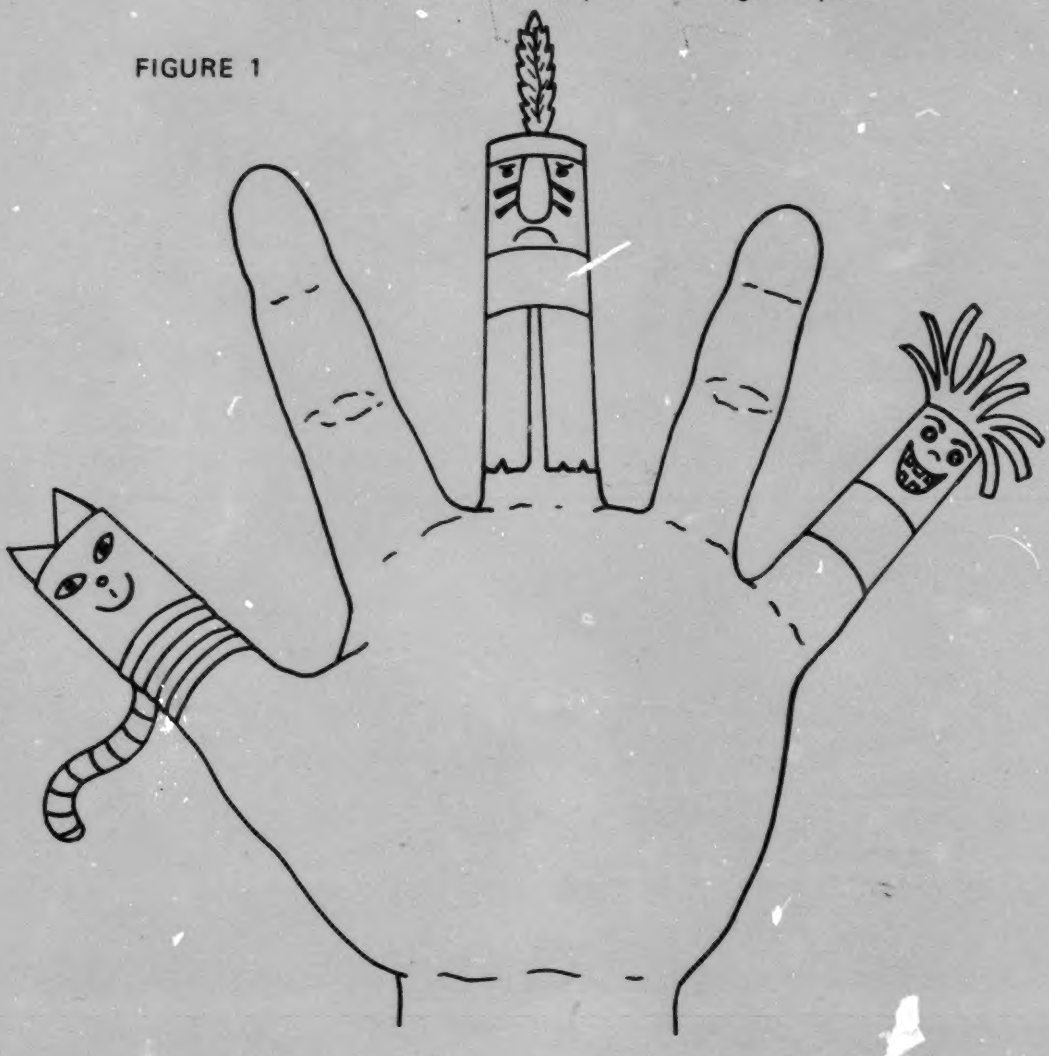
         c. Glue in place

         (NOTE: Use white glue.)

JOB SHEET #1

2. An Indian (Figure 1)
    - a. Draw Indian as shown
    - b. Cut out paper feathers or use a real one; glue in place
    - c. Cut slits in bottom for fringe
3. The Thing (Figure 1)
    - a. Draw funny face and body for your puppet
    - b. Make hair from strips of tissue; glue in place

FIGURE 1



DRAMATIC PLAY
UNIT III

JOB SHEET #2--MAKE A HAND PUPPET

Example: "Singing Frog"

I. Tools and equipment needed

   A. Paper plate

   B. Glue or tape

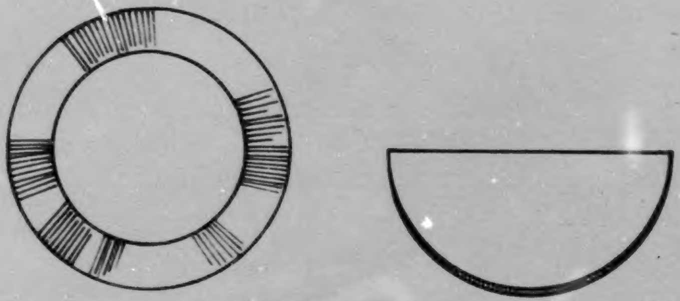
   C. Crayon, felt markers, or poster paints

   D. Scissors

II. Procedure

   A. Fold paper plate in half (Figure 1)

FIGURE 1



Paper Plate

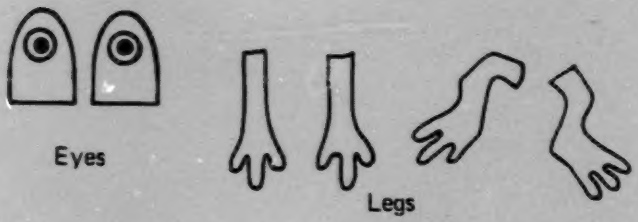
   B. Decorate

   (NOTE: If the plate is waxy, rub it with a soapy cloth before you draw or paint on it.)

JOB SHEET #2

C. Cut out paper eyes and legs (Figure 2)

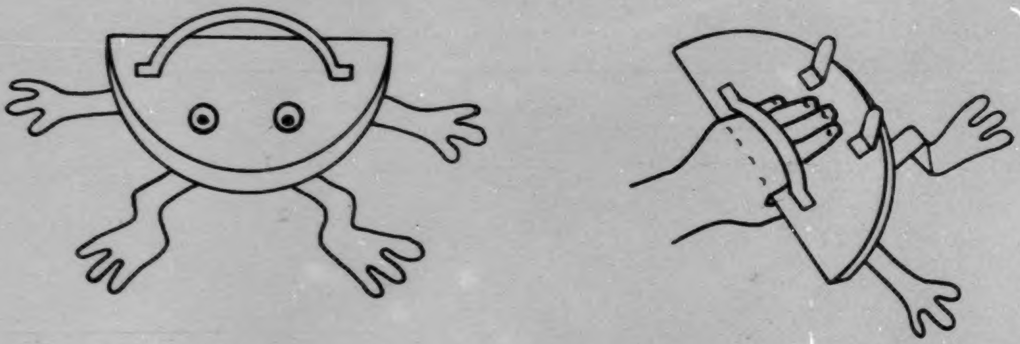
FIGURE 2



D. Glue or tape in place

E. Tape a strip of paper to the plate to make a finger strap; frog is ready to sing (Figure 3)

FIGURE 3



DRAMATIC PLAY
UNIT III

JOB SHEET #3-MAKE A STICK PUPPET

Example: "Dancing Girl"

I. Tools and equipment needed

   A. Cardboard

   B. Glue

   C. Crayon, felt marker, or poster paints

   D. Scissors

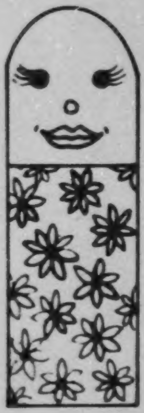
   E. Pencil or stick

   F. String or yarn

II. Procedure

   A. Cut a cardboard strip and decorate (Figure 1)

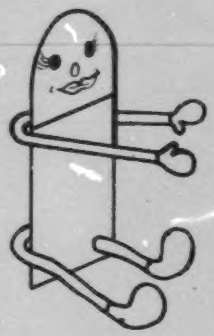
FIGURE 1



JOB SHEET #3

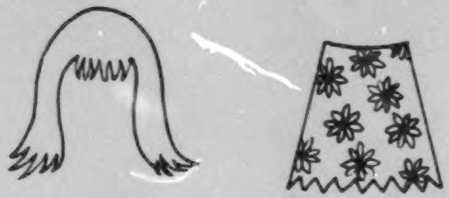
B. Cut out paper arms and feet; attach to body with string as shown (Figure 2)

FIGURE 2



C. Use fringed paper for the hair and skirt (Figure 3)

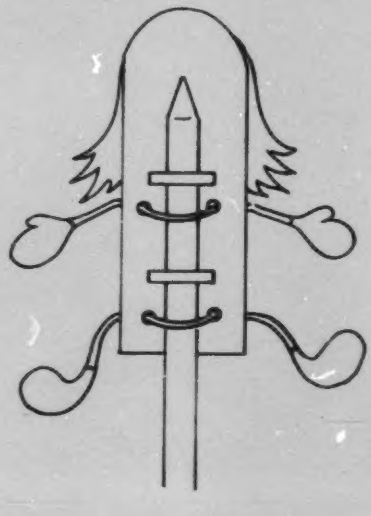
FIGURE 3



D. Glue in place

E. Tape a pencil or stick to the back (Figure 4)

FIGURE 4



DRAMATIC PLAY
UNIT III

TEST

1. Define the following terms.

   a. Pantomime

   b. Improvisation

   c. Dramatic play

2. List materials and equipment most usually identified as dramatic play props.

a. Materials	b. Equipment
1)	1)
2)	2)
3)	3)
4)	4)
	5)

3. Discuss in a short paragraph the term finger play and the ways it would enhance a child's dramatic play activity.

4. Describe a puppet and its construction giving evidences of the kinds of materials used.

5. List four methods for stimulating the imagination of children.

   a.

   b.

   c.

   d.

6. Construct a puppet.

7. Develop a dramatic play kit.

8. Demonstrate the ability to:

   a. Identify items which stimulate the child's imagination from observation.

   b. Converse with a child using a puppet.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

DRAMATIC PLAY
UNIT III

ANSWERS TO TEST

1. a. Enactment of a story or situation using only body gestures; foundation upon which creative dramatics is built; no words are spoken and no props of any kind are used

   b. Pantomime plus spoken dialogue; dialogue is not written or read but is improvised along with the action

   c. Role playing activities which contribute to the learning capacity of the child by stimulating the imagination

2. a. Materials--Any four of the following: dress-up clothes, uniforms, costumes, hats, sand, mud, stones, sticks, or water

   b. Equipment--Any five of the following: dolls, dishes, cooking utensils, cleaning tools, furniture, mirrors, blankets, fabric, large and small blocks, packing boxes, boards, planks, barrels, or wagons

3. Discussion should include:

   a. Songs or poems that involve actions on the part of the participants; they are usually short and fun

   b. Ways it enhances dramatic play activity

      1) Useful at the end of the day when children are tired and need a quiet activity

      2) Useful with an individual child when he has nothing with which to play

      3) Stimulates the child's imagination

4. Description should include:

   a. An artificial figure of a person, an animal, or an object made to move by the efforts of a human to portray the characters of a story

   b. Kinds of simple puppets

      1) Finger puppets

      2) Paper bag puppets

      3) Stick puppets

      4) Folded paper string puppets

        5) Box puppets
        6) Glove and mitten puppets
        7) Sock puppets
    c. Material and supplies used in constructing puppets
        1) Body
            a) Paper--Bags, cups, plates, construction paper
            b) Socks, mittens, gloves
            c) Cartons, odd-shaped boxes, plastic containers
            d) Balloons of assorted sizes
            e) Balls--Rubber, styrofoam
            f) Cardboard paper
        2) Hair
            a) Yarn, cotton roping, fur, felt, feathers, fringe
            b) Novelty papers, braiding, string, ribbon, rope, steel wool
        3) Facial features
            a) Beads, buttons, jewels, colored thread, embroidery
            b) Appliques of felt, cloth, leather
        4) Fasteners--Paste, glue, tape, paper clips
        5) Decorating items
            a) Crayon, felt marker, poster paints
            b) Lipstick
            c) Scissors
            d) Needle and thread
            e) Sticks for stick puppets

5. a. Encourage free execution of original thought in painting, storytelling, dancing, and music

   b. Take the time occasionally to participate in and appreciate the child's imagination in play and verbal exchange

c. Provide play materials that stimulate originality

d. Offer support when the child's self-criticism undermines his own work as he views it against another's performance and imitation

6. Evaluated to the satisfaction of the instructor.

7. Evaluated to the satisfaction of the instructor.

8. Evaluated to the satisfaction of the instructor.

ART
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss the function of the teacher, characteristics and value of art activities, and stages of self-expression. The student should be able to list obstacles to creative thinking, guidelines for enhancing art, and creative art activities and demonstrate an art experience. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with art in children's activities.
2. Discuss the function of the teacher in creative art activities.
3. List obstacles which prevent creative thinking.
4. Discuss briefly characteristics of children's art.
5. Discuss the value of art activities.
6. List guidelines for enhancing creative art activities.
7. Describe three sequential stages of self-expression in children's art.
8. Select from a list creative art activities for children.
9. Demonstrate the ability to present:
    a. Painting activities
    b. Drawing activities
    c. Activities with modeling mediums

ART
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and job sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information sheet.

   E. Demonstrate and discuss some of the procedures outlined in the job sheets. Give students the opportunity to complete several of the activities on the job sheets and allow them to present at least one of these to a group of children.

   F. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Demonstrate the ability to accomplish some of the procedures outlined in the job sheets and present at least one to a group of children.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   D. Job sheets

      1. Job Sheet #1--Present Painting Activities

      2. Job Sheet #2--Present Drawing Activities

      3. Job Sheet #3--Present Activities with Modeling Mediums

D. Test

E. Answers to test

II. References:

A. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Johnson, June. *Home Play for the Preschool Child.* New York: Harper and Bros. Publishers, 1957.

C. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* New York: MacMillan Publishing Company, Inc., 1974.

D. Shuey, Rebekah, Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* New York: J. B. Lippincott Company, 1969.

E. Todd, Vivian Edmiston and Helen Heffernan. *The Years Before School.* London: The MacMillan Company, Collier-MacMillian Limited, 1970.

ART
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Art--Means of self-expression in visual form

   B. Creativity--Ability to produce or design by use of originality and self-expression

   C. Media--Means of conveying or expressing something

II. Function of the teacher in creative art activities

   A. Create an environment that fosters optimum growth, challenges, and stimulates

   B. Provide individual attention

   C. Provide adequate space, time, and materials

   D. Stimulate creative expression

   E. Act as an interpreter of the child's work

   F. Provide consideration of child's developmental level

III. Obstacles which prevent creative thinking

   A. Peer and adult pressures for conformity

   B. Pressures against questioning and exploration

   C. Emphasis on sex-role differences

   D. Success-oriented culture which makes errors fatal and makes children afraid to chance trying a new approach

   E. Emphasis on work rather than play

IV. Characteristics of children's art

   A. Children delight in expression and in representing the way things look to him

   B. A child creates what is important to him

INFORMATION SHEET

C. A child uses colors which please him

(NOTE: These colors may bear little relation to the actual colors of the objects created.)

D. Children enjoy using imagination with freedom

(NOTE: Copying changes the whole experience for them. Children who have had coloring books tend to lose the capacity to perceive in individual ways and with naturalness.)

E. Techniques or skill in art activities are not important for young children

(NOTE: The process is far more important than the product. Of importance is the expression of feelings, seeing things and the satisfaction and release which this expression brings.)

V. Value of art activities

A. Means of self-expression in visual form

B. Provide opportunities to explore and experiment

C. Express ideas and feelings about himself and the world around him

D. Strengthen ability to imagine and to observe

E. Increase his sensitiveness to himself and to others

F. Has therapeutic value

1. Can express feelings that are otherwise unacceptable and can learn to handle such feelings in an acceptable manner

2. Can express strong feelings

G. Helps children grow socially

1. Learn to share

2. Learn to make decisions

3. Learn to respect rights, property, opinions, and feelings of others

4. Learn to develop leadership qualities

5. Become aware of importance of cooperation and self-control

H. Provides opportunity for intellectual growth

INFORMATION SHEET

- I. Provides opportunity for physical growth, exercise, and motor coordination
- J. Provides opportunity for the development of a real talent or a simple appreciation of art
- K. Provides opportunity for the development of responsibility in caring for art supplies and equipment

VI. Guidelines for enhancing creative art activities

- A. Allow children to use all art media as a means of self-expression
- B. Enforce limits as to where children may use art materials

  (NOTE: Do not expect the child to be neat at all times.)
- C. Give approval of the child's attempts
- D. Raise questions to stimulate thought
- E. Display all of the children's work

  (NOTE: This display, whether in the home or classroom, lets him know that his work is enjoyed.)
- F. Be sure art materials are sturdy
- G. Give children uninterrupted time
- H. Have art materials readily available for the child to use
- I. Give the child help when needed
- J. Provide art as a part of the child's familiar, everyday world

VII. Sequential stages of self-expression in children's art

- A. Scribbling
  1. Usually begins when the child is first introduced to pencil, crayon, clay, or other media
  2. Usually extends to about the fourth year
  3. First efforts are exploratory and largely muscular activity

     Example: Swings the arm and watches the resulting marks
  4. Interested in the tool or material and what it can do

INFORMATION SHEET

5. Soon learns that he can control them by lifting the marker up or repeatedly drawing lines consciously up and down and across the paper

6. Tasting is as important as feeling

B. Presymbolic

1. Child consciously creates forms

2. Continuously tries out new concepts in an effort to establish his own individual pattern or symbol

3. Characterized by his constantly changing symbols

4. Begins as the child strives for a relationship with reality in his drawings

5. Child produces a large variety of symbols for the same object

C. Symbolic

1. Develops awareness through individual experiences

2. Begins to see himself as part of the environment

3. Begins with ideas and tries to draw them

4. Concerned with styles of design and organization

VIII. Creative art activities for children

A. Painting

B. Stringing beads

C. Coloring

D. Water painting

(NOTE: This is the use of water to make designs.)

E. Modeling

F. Pasting

G. Cutting and tearing

H. Fingerpainting

INFORMATION SHEET

I. Using blocks

J. Flannelboard

K. Making collages

(NOTE: This is the putting of printed materials or other materials on a picture surface.)

L. Putting together jigsaw puzzles

M. Papier-mâché

N. Printing with paints

(NOTE: This is the use of tempera paint and objects carved into different shapes.)

O. Modeling with pipe cleaners

(NOTE: There are many other types of creative art activities for children which could be added to this list.)

ART
UNIT IV

JOB SHEET #1--PRESENT PAINTING ACTIVITIES

I. Fingerpainting

   A. Equipment and supplies needed

      1. 1/2 cup starch

      2. 1 quart boiling water in pan

      3. 1/2 cup mild soap or detergent

      4. 1/4 cup inexpensive talcum powder

         (NOTE: This gives a pleasant odor and acts as a preservative but is optional.)

      5. Small jars with tight lids

      6. Powdered poster paints

      7. Sheets of wide glazed shelf paper

         (NOTE: These should be no smaller than 12 by 18 inches, if possible, to give free arm movement.)

      8. Sponge

      9. Flat wooden spoons or tongue depressors

         (NOTE: These are optional.)

   B. Procedure

      1. To make the base

         a. Mix 1/2 cup starch with a small amount of water and stir until dissolved

         b. Add to 1 quart boiling water and cook until bubbly

         c. Cool then add mild soap or detergent and talcum powder

         d. Mix

JOB SHEET #1

e. Cool

f. Pour into small jars that have tight lids

g. Add powdered poster paints until the desired color is reached

h. Keep covered for storing

2. To paint

   a. Use the glazed side of the wide shelf paper

   b. Wet the paper generously with a sponge

   c. With flat wooden spoons or tongue depressors, place dabs of the colors the child chooses on the paper

   (NOTE: Both of these can be washed and reused.)

   d. Let child paint without help

   e. Hang paintings to dry

II. Brush painting

A. Equipment and supplies needed

1. Dry tempera (poster paint)

2. Detergent or gentle soap

3. Warm water

4. Smooth-edged can for each color

   Example: Frozen fruit juice cans

5. Brushes from 1/2 inch to 1 inch in size with long handles and short stiff bristles

6. Newsprint or wide shelf paper no smaller than 12 by 18 inches

7. Easel

   (NOTE: This is optional.)

JOB SHEET #1

B. Procedure

1. To mix paint

   a. Pour a heaping tablespoon of powder into each can

   b. Add a teaspoon of detergent or gentle soap

   c. Add just enough warm water to make it creamy thick

   (NOTE: If too thin, it runs too easily. If some is left over, store with a cover and add more water as needed later.)

2. To paint

   a. Pin or tack paper to easel, if using one

   b. Have child dip his paintbrush in paint, being sure to demonstrate how to drain the brush slightly against the edge of the can to prevent an overloaded brush

   (NOTE: It is best to have one brush for each color, but you can instead furnish a little can of warm water and teach the child to dip his paintbrush before each change of color.)

   c. Let picture dry

   d. Clean brushes with warm water or with soap and water

III. Blot painting

A. Equipment and supplies needed

1. Finger paint or very thick poster paint

2. Sheet of paper

B. Procedure

1. Drop one or two blobs of paint on a sheet of paper

2. Help the child fold it in half

3. Let him push the paint around with his fingers or fists, forming odd-shaped blots

   (NOTE: Children love this and have fun describing what it looks like to them.)

JOB SHEET #1

IV. Sponge painting

A. Equipment and supplies needed

1. Sponge
2. Scissors
3. Poster paint
4. Dish
5. Sheet of paper

B. Procedure

1. Cut a one- or two-inch square from a sponge
2. Put some rather thick poster paint in a dish
3. Wet the sponge
4. Squeeze the sponge to soften
5. Let children use sponge instead of a brush

   (NOTE: A clothespin makes an excellent handle for the sponge.)

V. Soap painting

A. Equipment and supplies needed

1. Soap flakes or beads

   (NOTE: Do not use a detergent.)

2. Paintbrush
3. Dark paper
4. Food coloring

   (NOTE: This is optional.)

B. Procedure

1. Make a thick paste of real soap flakes or beads
2. Mix

JOB SHEET #1

3. Give child a paintbrush and dark paper
4. Let the child paint a design
5. Add food coloring as desired for variety in color

VI. Splatter painting

A. Equipment and supplies needed

1. Poster paints
2. Brush
3. Large sheet of paper
4. An object such as a leaf or cut-out silhouette

B. Procedure

1. Apply paint to brush
2. Knock the brush against the side of the hand to splatter droplets of paint at random on paper
3. For variation, place an object on a sheet of paper and use a paintbrush or [illegible]nbrush dipped in paint to brush over a piece of wire screen
4. Remove object to see image which remains

ART
UNIT IV

JOB SHEET #2--PRESENT DRAWING ACTIVITIES

I. Crayon drawing

A. Equipment and supplies needed

1. Extra-large crayons

2. Newsprint or other paper

(NOTE: Newsprint is the cheapest type of paper and comes in sizes large enough to allow plenty of arm movement. This is important for large muscle development. Children under six are not ready for successful small-finger movements.)

B. Procedure--Encourage the child to design his own pictures

(NOTE: Most children are four or five before they are able to fill in outlines at all and this type of drawing limits creativity. The child will find that he cannot begin to make pictures as pretty as the outlines of pictures and will lose confidence in his own ability.)

II. Scratch design

A. Equipment and supplies needed

1. Blunt, dark-colored crayons

2. Cardboard

3. Straightened paper clip or a toothpick

(NOTE: Round-pointed toothpicks are sturdier.)

B. Procedure

1. Have child fill in a piece of cardboard solidly with crayon

2. Scratch a picture or design with straightened paper clips or toothpick

III. Chalk drawing

A. Equipment and supplies needed

1. Large brown paper bag

2. Sponge

3. Chalk

JOB SHEET #2

B. Procedure

1. Cut paper bag to make a flat piece of paper
2. Wet paper with sponge
3. Have children turn colored chalk on the side and draw a picture or design

ART
UNIT IV

JOB SHEET #3--PRESENT ACTIVITIES WITH MODELING MEDIUMS

I. Potter's clay

   A. Equipment and supplies needed

      1. One-fourth of a five pound container of dry potter's clay

      2. Water

         (NOTE: Use amount specified on clay container.)

      3. Container in which to mix clay

      4. Linoleum mat, oilcloth, or plastic table top

      5. Tools such as spatulas, rolling pins, popsicle sticks, or table knives

   B. Procedure

      1. Add water to dry potter's clay according to instructions

      2. Mix

      3. Let stand three days

         (NOTE: The beginner is almost certain to add too much water. If this happens, leave in an open container until you can mold with only a gray film left on hand. Clay that is just right is dry enough to pull easily off the hands. If too wet, it is like mud; if too dry, it is hard for the child to mold easily.)

      4. Place clay on the plastic surface

      5. Give child his tools and let him make what he wants with no suggestions or help

         (NOTE: If the child creates something unusually good and wants to keep it, make a slip by thinning a small amount of clay with water until the consistency of cream. The child can use a brush to coat his object with the slip and thus strengthen it. Place in a warm place and allow several days to dry. This can be painted with poster paints. You can reuse the clay most of the time. To store, roll into balls the size of tennis balls, make a deep indention with your thumb, and put a few drops of water in each hole. Store in tightly closed, nonrusting containers or in a plastic bag in a coffee or popcorn can.)

JOB SHEET #3

II. Modeling dough

A. Equipment and supplies needed

1. One cup salt
2. One-half cup cornstarch
3. Two-thirds cup water
4. Pan for cooking
5. Stirring spoon

B. Procedure

1. Mix salt, cornstarch, water
2. Cook over low heat, stirring constantly until it is a thick, doughy mass
3. Remove from heat and cool

   (NOTE: If colors are desired, separate and knead in various vegetable colorings.)

4. Give to child
5. Allow him to make objects of his choice

   (NOTE: Child can roll dough into small balls and make a hole through each ball with a toothpick, then he can string into beads when dry.)

6. To store, roll into a ball, wrap in waxpaper or a plastic bag, and keep in a cool place, preferably the refrigerator

III. Play dough

A. Equipment and supplies needed

1. One cup salt
2. One cup flour
3. One cup water
4. Bowl
5. Cookie cutter

JOB SHEET #3

6. Rolling pin

7. Plastic container with lid

B. Procedure

1. Mix salt, flour, and water in bowl

   (NOTE: Less water may be needed; therefore, it should be added slowly.)

2. Let children use cookie cutters and a rolling pin to make shapes

   (NOTE: If stored in a tightly closed plastic container, it may keep for months, ready for use when kneaded again.)

ART
UNIT IV

TEST

1. Define the following terms.

    a. Creativity

    b. Media

    c. Art

2. Discuss the function of the teacher in creative art activities.

3. List five obstacles which prevent creative thinking.

    a.

    b.

    c.

    d.

    e.

4. Discuss briefly characteristics of children's art.

5. Discuss the value of art activities.

6. List six guidelines for enhancing creative art activities.

a.

b.

c.

d.

e.

f.

7. Describe these three sequential stages of self-expression in children's art.

a. Scribbling

b. Presymbolic

c. Symbolic

8. Select from the list below the creative art activities for children by placing an "X" in the blanks provided.

_____a. Using blocks

_____b. Fingerpainting

_____c. Modeling

_____d. Stringing beads

_____e. Cutting and tearing

_____f. Pasting

_____g. Painting

_____h. Coloring

_____i. Water painting

_____j. Flannelboard

9. Demonstrate the ability to present:

   a. Painting activities.

   b. Drawing activities.

   c. Activities with modeling mediums.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

ART
UNIT IV

ANSWERS TO TEST

1. a. Ability to produce or design by use of originality and self-expression

   b. Means of conveying or expressing something

   c. Means of self-expression in visual form

2. Discussion should include:

   a. Create an environment that fosters optimum growth, challenges, and stimulates

   b. Provide individual attention

   c. Provide adequate space, time, and materials

   d. Stimulate creative expression

   e. Act as an interpreter of the child's work

   f. Provide consideration of child's developmental level

3. a. Peer and adult pressures for conformity

   b. Pressures against questioning and exploration

   c. Emphasis on sex-role differences

   d. Success-oriented culture which makes errors fatal and makes children afraid to chance trying a new approach

   e. Emphasis on work rather than play

4. Discussion should include some of the following

   a. Children delight in expression and in representing the way things look to him

   b. A child creates what is important to him

   c. A child uses colors which please him

   d. Children enjoy using imagination with freedom

   e. Techniques or skill in art activities are not important for young children

5. Discussion should include some of the following
    - a. Means of self expression in visual form
    - b. Provide opportunities to explore and experiment
    - c. Express ideas and feelings about himself and the world around him
    - d Strengthen ability to imagine and to observe
    - e. Increase his sensitiveness to himself and to others
    - f. Has therapeutic value
        - 1) Can express feelings that are otherwise unacceptable and can learn to handle such feelings in an acceptable manner
        - 2) Can express strong feelings
    - g. Helps children grow socially
        - 1) Learn to share
        - 2) Learn to make decisions
        - 3) Learn to respect rights, property, opinions, and feelings of others
        - 4) Learn to develop leadership qualities
        - 5) Become aware of importance of cooperation and self-control
    - h. Provides opportunity for intellectual growth
    - i. Provides opportunity for physical growth, exercise, and motor coordination
    - j. Provides opportunity for the development of a real talent or a simple appreciation of art
    - k. Provides opportunity for the development of responsibility in caring for art supplies and equipment
6. Any six of the following
    - a. Allow children to use all art media as a means of self-expression
    - b. Enforce limits as to where children may use art materials
    - c. Give approval of the child's attempts
    - d. Raise questions to stimulate thought
    - e. Display all of the children's work
    - f. Be sure art materials are sturdy
    - g. Give children uninterrupted time
    - h. Have art materials readily available for the child to use

i. Give the child help when needed

j. Provide art as a part of the child's familiar, everyday world

7. Description should include:

a. Scribbling

1) Usually begins when the child is first introduced to pencil, crayon, clay, or other media

2) Usually extends to about the fourth year

3) First efforts are exploratory and largely muscular activity

4) Interested in the tool or material and what it can do

5) Soon learns that he can control them by lifting the marker up or repeatedly drawing lines consciously up and down and across the paper

6) Tasting is as important as feeling

b. Presymbolic

1) Child consciously creates forms

2) Continuously tries out new concepts in an effort to establish his own individual pattern or symbol

3) Characterized by his constantly changing symbols

4) Begins as the child strives for a relationship with reality in his drawings

5) Child produces a large variety of symbols for the same object

c. Symbolic

1) Develops awareness through individual experiences

2) Begins to see himself as part of the environment

3) Begins with ideas and tries to draw them

4) Concerned with styles of design and organization

8. a, b, c, d, e, f, g, h, i, j

9. Performance skills to be evaluated to the satisfaction of the instructor.

MUSIC
UNIT V

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list criteria for selecting children's music, describe ways music may foster creativity and be introduced to children, and list musical instruments that would be appropriate for use with children. The student should be able to demonstrate the ability to sing five children's songs from memory with a class partner, demonstrate the use of three musical finger plays, and make a musical instrument suitable for children to develop rhythm. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with children's music activities to the correct definition.
2. List criteria for selecting children's music.
3. List ways to foster creativity with music.
4. List ways music is introduced to children.
5. List musical instruments used with children.
6. Demonstrate the ability to sing five children's songs from memory with a partner chosen from the class.
7. Demonstrate the use of three fingerplay activities to be used with different age groups.
8. Make a musical instrument suitable for children to develop rhythm.

MUSIC
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information, assignment, and job sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Provide leadership and give assistance to students while completing assignment sheets.

   F. Demonstrate and discuss procedure outlined in the job sheet.

   G. Visit a kindergarten to see instruments.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Make a musical instrument following instructions on the job sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Sing Children's Songs

      2. Assignment Sheet #2--Musical Fingerplay Activities

D. Job Sheet #1--Make a Rhythm Instrument

E. Test

F. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Hood, Marguerite V. and E. J. Schultz. *Learning Music Through Rhythm.* New York: Ginn and Company, 1949.

C. Johnson, June. *Home Play for the Preschool Child.* New York: Harper and Brothers Publishers, 1957.

D. Kepler, Hazel. *The Child and His Play.* New York: Funk and Wagnall Company, 1952.

E. Krone, Bertrice Perham and Kurt R. Miller. *Help Yourselves to Music.* Belmont, California: Wadsworth Publishing Company, Inc., 1968.

F. Marzello, Jean and Janice Lloyd. *Learning Through Play.* New York: Harper and Row Publishers, 1972.

G. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969.

H. Stokowski, Leopold. *Music for All of Us.* New York: Simon and Schuster, Inc., 1943.

MUSIC
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Autoharp--Musical instrument consisting of a flat sounding box with numerous strings stretched over it which is placed on a horizontal surface; played with the fingers or a plestrum

      (NOTE: A plestrum is a small piece of wood, metal, or ivory for plucking the strings. The autoharp is capable of playing chords by arrangements of dampers and is easily learned.)

   B. Castanets--Pair of shells of hard wood held in the palm of the hand and struck together as an accompaniment to music and dancing

   C. Pendulum swing--Moving to and fro or from side to side in a regular motion

   D. Pitchpipe--Small pipe sounded with the breath to give the pitch for singing

   E. Resonator bells--Ringing, resounding bells

   F. Rhythm--Movement with uniform repeating of a beat or accent

   G. Synchronize--To occur at the same time or to go on at the same rate and exactly together

   H. Tambourine--Small drum consisting of a circular wooden frame with a skin stretched over it and several pairs of metal disks inserted into the frame; played by striking with the knuckles or by shaking

II. Criteria for selecting children's music

   A. Songs should always be light and clear with a vital quality that gives a floating, ringing tone

   B. The notes should be in the child's voice range

   C. Rhythm is indispensible to the enjoyment and appreciation of music

   D. Folk music is well suited to children

   E. Nonsense words and play with the sound of words is satisfying to children

   F. Songs should be short and repetitive

   G. Children enjoy acting out songs

INFORMATION SHEET

H. Young children like to gallop, jump, walk, swing, and run in time to music

I. Preschool children like to sing the same songs over and over

(NOTE: Children's music literature that is most beloved by the child of preschool age consists of Mother Goose and nursery rhymes set to music; songs about animals; everyday events, activities, and places; folk songs; songs built around the seasonal and holiday themes; and popular music.)

III. Ways to foster creativity with music

A. Simple instruments

1. Make simple rhythm instruments

2. Improvise instruments from the kitchen

Examples: Bang a large pot with a spoon (drum); jingle two spoons together (castanets); crash two lids or metal pie pans together (cymbals); bang two wooden spoons together (rhythm sticks); shake a ring of metal measuring spoons (tambourine)

B. React to music by

1. Singing

2. Dancing

3. Keeping time

4. Clapping

5. Drawing or painting to music

6. Motioning

7. Playing musical games

8. Pendulum swing

9. Arm movements

INFORMATION SHEET

10. Marching

(NOTE: It is significant that music flows out of a child only when he is in a free environment. If his behavior is restricted in any way, music dies in him. Music is always associated with his own experiences of life, such as rhythmic motions, play in groups or by himself, rest periods when he is withdrawn from other children and his dream life wells up inside of him. To a child music is never an isolated thing but always part of life.)

11. Creating own songs about everyday activities

(NOTE: A small child, with a little encouragement but very slight assistance, will create his own little songs about his everyday activities. The chore of lacing a shoe, a difficult job for small fumbling fingers, is lightened by this jingle sung to the tune of "Jingle Bells".

"Lace our shoes, lace our shoes,
Lace them all the way,
Then our feet can say to us,
Let's go out and play."

Singing little nonsense verses with a small child as he goes about his activities, while he is playing, while he is dressing and undressing, while he is putting away his toys, will be a happy experience for him and for the parent or teacher as well.)

IV. Ways music is introduced to children

A. Singing and chanting songs

B. Records and record player

(NOTE: Popular and classical music should not be overlooked.)

C. Rhythm games

D. Rhythm bands

E. Instruments

Examples: Autoharp, piano, resonator bells, pitchpipe, guitars

F. Simplified pictures of instruments and tape recordings of their sounds to use with children

INFORMATION SHEET

G. Sound instrument experiments

Examples: Fill water glasses with varying amounts of liquid and tap with a metal spoon to play tunes or bang two metal pie plates for a pair of cymbals

H. Tape recorders

V. Musical instruments used with children

A. Drums

(NOTE: Oatmeal boxes with sticks may be used.)

B. Bells

C. Tambourines

D. Triangles

E. Horns

F. Wooden blocks covered with sandpaper to rub against each other

G. Rhythm sticks

H. Shakers

Examples: Tin cans with tight covers or boxes filled with split peas, small pebbles, or rice

I. Clappers

J. Record players and records

K. Piano

L. Autoharp

M. Pitchpipe

MUSIC
UNIT V

ASSIGNMENT SHEET #1--SING CHILDREN'S SONGS

Using the criteria for selecting children's music included on the information sheet, select five songs that you can sing from memory. With a partner selected from the class, sing these songs to the class.

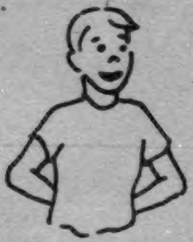
MUSIC
UNIT V

ASSIGNMENT SHEET #2–MUSICAL FINGERPLAY ACTIVITIES

Select and demonstrate three fingerplay activities which could be used with different age groups.

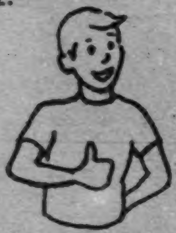
1. Example of fingerplay activity to be sung to the tune of "Are You Sleeping?"

1.



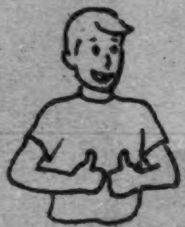
Where is Thumbkin?
Where is Thumbkin?

2.



Here I Am

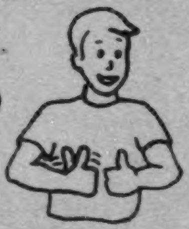
3.



Here I Am

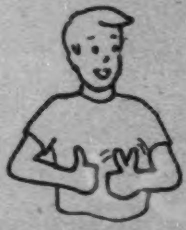
4.

(wiggle thumbs)



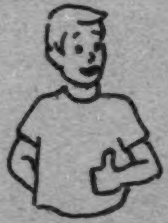
How are you
today, Sir?

5.



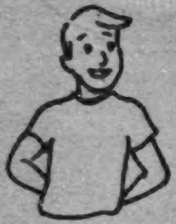
Very well,
I thank you.

6.



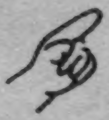
Run Away

7.

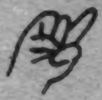


Run Away

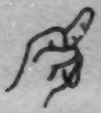
Repeat with.....



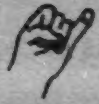
a. Pointer



c. Ring-Finger



b. Tall-Finger

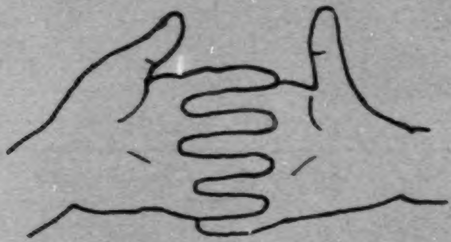


d. Pinkie

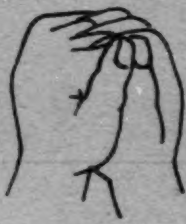
ASSIGNMENT SHEET #2

2. Examples of chanting and rhythmic fingerplays

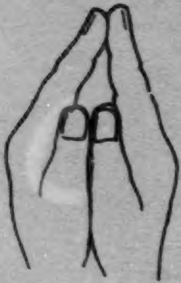
a.



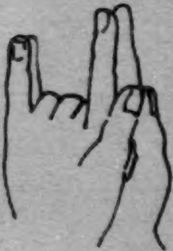
Here are Mother's
Knives and Forks



Here is Mother's Table

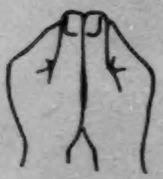


Here is Mother's Looking Glass

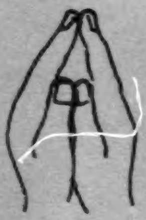


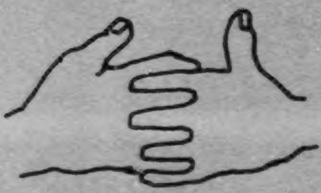
And here is Baby's Cradle

b.



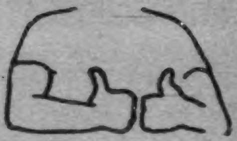
Here's the Church, Here's the Steeple,
Open the Door and See all the People



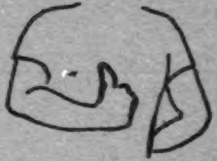


ASSIGNMENT SHEET #2

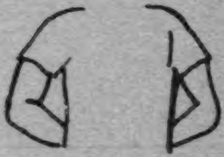
c.



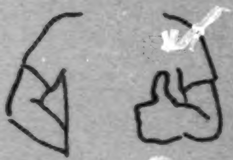
There were two blackbirds
sitting on a hill
The one named "Jack"
And the other named "Jill"



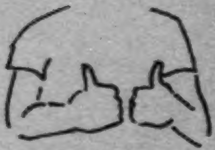
Fly away, Jack,



Fly away, Jill,

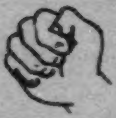


Come again, Jack,

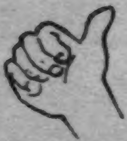


Come again, Jill

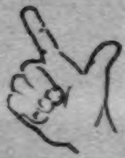
d.



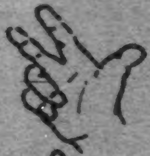
Here is a bee-hive,
Where are the bees?
Hiding away where nobody sees
They're coming out now,
They're all alive.



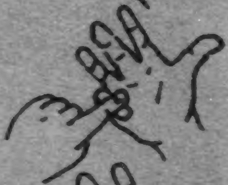
One!



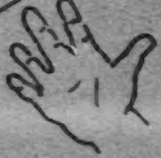
Two!



Three!



Four!



Five!

MUSIC
UNIT V

JOB SHEET #1–MAKE A RHYTHM INSTRUMENT

I. Supplies and equipment needed

  A. Any smooth, flat piece of wood

  B. Pop bottle lids

  C. Hammer and nails

II. Procedure

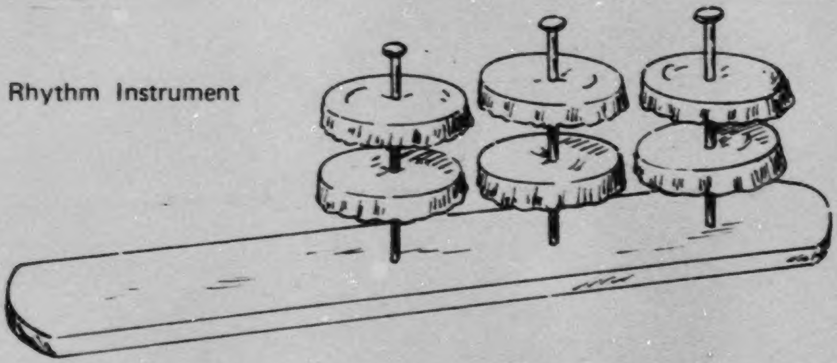
  A. Place two bottle caps together, one on top of the other

  B. Drive a nail through both bottle caps into wood leaving enough space for bottle caps to move and make a rattling sound when shaken

  C. Repeat above procedures (A and B) two more times

III. Diagram of procedure

Rhythm Instrument



Slim Board with "Coke" Bottle Lids
Makes a Rattling Instrument.

MUSIC
UNIT V

TEST

1. Match the terms on the right to the correct definition.

_____a. Small pipe sounded with the breath to give the pitch for singing

_____b. Moving to and fro or from side to side in a regular motion

_____c. Pair of shells of hard wood held in the palm of the hand and struck together as an accompaniment to music and dancing

_____d. To occur at the same time or to go on at the same rate and exactly together

_____e. Movement with uniform repeating of a beat or accent

_____f. Ringing, resounding bells

_____g. Small drum consisting of a circular wooden frame with a skin stretched over it and several pairs of metal disks inserted into the frame; played by striking with the knuckles or by shaking

_____h. Musical instrument consisting of a flat sounding box with numerous strings stretched over it which is placed on a horizontal surface; played with the fingers or a plestrum

1. Tambourine
2. Pitchpipe
3. Autoharp
4. Rhythm
5. Castanets
6. Synchronize
7. Resonator bells
8. Pendulum swing

2. List six criteria for selecting children's music.

a.

b.

c.

d.

e.

f.

3. List three ways to foster creativity with music.

   a.

   b.

   c.

4. List four ways music is introduced to children.

   a.

   b.

   c.

   d.

5. List ten musical instruments used with children.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

6. Demonstrate the ability to sing five children's songs from memory with a partner chosen from the class.

7. Demonstrate the use of three fingerplay activities to be used with different age groups.

8. Make a musical instrument suitable for children to develop rhythm.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

MUSIC
UNIT V

ANSWERS TO TEST

1. a. 2
   b. 8
   c. 5
   d. 6
   e. 4
   f. 7
   g. 1
   h. 3

2. Any six of the following

   a. Songs should always be light and clear with a vital quality that gives a floating, ringing tone

   b. The notes should be in the child's voice range

   c. Rhythm is indispensible to the enjoyment and appreciation of music

   d. Folk music is well suited to children

   e. Nonsense words and play with the sound of words is satisfying to children

   f. Songs should be short and repetitive

   g. Children enjoy acting out songs

   h. Young children like to gallop, jump, walk, swing, and run in time to music

   i. Preschool children like to sing the same songs over and over

3. Any three of the following

   a. Simple instruments

      1) Make simple rhythm instruments

      2) Improvise instruments from the kitchen

   b. React to music by

      1) Singing

      2) Dancing

      3) Keeping time

4) Clapping

5) Drawing or painting to music

6) Motioning

7) Playing musical games

8) Pendulum swing

9) Arm movements

10) Marching

11) Creating own songs about everyday activities

4. Any four of the following

a. Singing and chanting songs

b. Records and record player

c. Rhythm games

d. Rhythm bands

e. Instruments

f. Simplified pictures on instruments and tape recordings of their sounds to use with children

g. Sound instrument experiments

h. Tape recorders

5. Any ten of the following

a. Drums

b. Bells

c. Tambourines

d. Triangles

e. Horms

f. Wooden blocks covered with sandpaper to rub against each other

g. Rhythm sticks

h. Shakers

    i. Clappers
    j. Record players and records
    k. Piano
    l. Autoharp
    m. Pitchpipe

6. Evaluated to the satisfaction of the instructor.
7. Evaluated to the satisfaction [illegible] the instructor.
8. Performance skills will be evaluated to the satisfaction of the instructor.

CHILDREN'S LITERATURE
UNIT VI

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list the purposes of children's books, the criteria for selecting children's books, and the reasons for suitability of some books to different ages. The students will be able to discuss the value of poetry and name reasons children enjoy poetry. The student should be able to discuss storytelling techniques and demonstrate the ability to select appropriate books for given children, to read a story aloud, and to tell a story effectively using a flannel board with appropriate props. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List purposes of children's books.
2. Discuss criteria for selecting children's books in terms of pictures and content and according to children's interests at ages two through five.
3. Select characteristics of children related to the use of books to different ages.
4. Discuss storytelling techniques using a flannel board.
5. List points to consider when reading a story aloud as related to the voice and holding the book.
6. List possible suggestions to employ when telling stories to children in various problem situations.
7. Select from a list general guides to remember when storytelling in problem situations.
8. Discuss in a short paragraph the value of poetry in children's literature.
9. Name reasons children enjoy good poetry.
10. Make a collection of children's poetry.
11. Select appropriate books for given children.
12. Read a story to a group of preschool children.
13. Tell a story using a flannel board and props.

CHILDREN'S LITERATURE
UNIT VI

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  (NOTE: Students may work in groups on Assignment Sheet #1. Place group anthologies in the classroom library for future use.)

  E. Direct students through the different learning paths for each specific objective.

  F. Assist students in making individual flannel boards.

  G. Take field trip to library so that students can meet the librarian and look at children's books.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Make sure you are able to perform according to the type of performance called for by each specific objective.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

C. Assignment sheets

   1. Assignment Sheet #1--Make Poetry Anthologies
   2. Assignment Sheet #2--Select Books for Children
   3. Assignment Sheet #3--Read a Story
   4. Assignment Sheet #4--Tell a Story Using a Flannel Board

D. Test

E. Answers to test

II. References:

A. Ames, Louise Bates. *Child Care and Development.* New York: J. B. Lippincott Company, 1970.

B. Anderson, Paul S. *Story Telling with the Flannel Board.* Minneapolis, Minnesota: T. S. Denison and Company, Inc., 1963.

C. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

D. Cohen, Monroe D. *Literature with Children.* Washington D. C.: Association for Childhood Education International, 1972.

E. Foster, Joanna. *How to Conduct Effective Picture Book Programs.* New York: Westchester Library System, 1967.

F. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* New York: J. B. Lippincott Company, 1969.

CHILDREN'S LITERATURE
UNIT VI

INFORMATION SHEET

I. Purposes of children's books

- A. Help him learn by reinforcing his discoveries about the world
- B. Open the door to many kinds of learnings through enjoyment of books
- C. Provide the opportunity by which pleasure and learning go hand in hand
- D. Build a foundation for learning to read
- E. Provide an exciting meeting with language

  (NOTE: Language provides the child with vivid, imaginative, well-ordered words--words to think about, to listen to, and to try on their tongue and make their own. Research has indicated that close to ninety percent of a person's working vocabulary is developed before he is five years old. Because these books are not designed to teach the skill of reading, they can draw on a wide range of words, reflecting and enriching a child's oral vocabulary.)

- F. Provide a means by which children can learn to listen
- G. Link children with the wishes, hopes, desires, sufferings, misfortunes, and values of others
- H. Build foundation for use and care of books

II. Criteria for selecting children's books

- A. The book should have pictures
  1. In color
  2. Simple and realistic
  3. Easy to understand
  4. Artistic and related to the story
  5. Placed on the page with the part of the story they illustrate
  6. Drawings rather than photographs

INFORMATION SHEET

B. Books should be short

   1. Only a few sentences or short paragraphs to a page

   2. Language should be free of errors

   3. Repetition of words, phrases, or ideas appeal to children

   4. Writing that is clear, exact, and appropriate to the story

C. The subject matter should reflect the interest of the child according to age

   1. Books for the two- and three-year-old

      a. The text should not be more than two lines to a page

      b. Basically picture books should be about things with which he is familiar such as animals, everyday objects, everyday experiences, and other children

      c. Generally one main item to the page

   2. Books for the four- and five-year-old

      a. Stories about familiar objects

      b. Fairy stories after they can tell which is real and which is pretend

         (NOTE: They are beginning to be able to distinguish fact and fantasy.)

      c. Children enjoy funny things

         (NOTE: These things should be funny to the child--not adult humor.)

D. The text in a good book does not distort the truth and is ethically sound

   (NOTE: Books should help the child recall and understand better what he sees in the world rather than introduce him to strange things.)

E. Books with humor and with suspense

   (NOTE: Some books are inexpensive as well as good, but not many of the "supermarket-shelf" books meet the foregoing criteria. Be selective when obtaining books for children. Caldecott books are good places to start when making selections.)

INFORMATION SHEET

III. Characteristics of children related to the use of books to different ages

- A. Eighteen months
    1. The child is becoming acquainted with his environment through story books
    2. When the child is shown a picture and asked to point to something, he can do it correctly
- B. Two years
    1. Can point to and name for himself people and things he recognizes
    2. Likes to turn the pages of a book
    3. Likes to look at pictures and likes to hear rhymes
- C. Two and one-half years
    1. Likes to look at books alone or likes to be read to
    2. Likes to fill in the last word of a sentence himself
    3. May pretend to pick up objects out of pictures
- D. Three years
    1. Likes to look at books; pretends to read them
    2. May actually memorize short books
    3. Insists that a story be reread or retold word for word
    4. Does not want any words or pages skipped
    5. Shows a beginning interest in certain capital letters
        - a. "M" for Mommy
        - b. Initial letter of his own name
- E. Four years
    1. Many show definite interest in and ability to recognize significant capitals
    2. Likes to see his own name printed on his belongings
    3. Like to follow along in the book as he is read to

INFORMATION SHEET

F. Five years

1. Many are trying to spell out simple words
2. They do best with printed capitals
3. Some can recognize lower case letters
4. Some can read a few words
5. Some can print their names
6. They show interest in comic books

IV. Storytelling techniques using a flannel board

A. Place the flannel board where it will remain in a place that can be seen by all students

1. The chalkboard is good if the group is in a small circle seated before it
2. An easel is better if the board must be seen by an entire room

B. Arrange figures to be used in the sequence needed for telling the story

1. It is best to keep them in a folder away from the sight of the listeners
2. Staple a pocket on one side of the folder to hold the figures and staple the story to the other side

C. The tendency to look at the figures while placing them on the board will cause the storyteller to look away from the listeners

1. Try to use this movement to direct the listener's eyes, turning back to the audience immediately while telling the story
2. Try to avoid talking to the flannel board, this creates a listening problem for the audience

D. Plan the follow-up before telling the story

1. Evaluation of the story
2. Change of class from one activity to the next
3. Two things that are not to be done

   a. Reiterate the moral of the story

   b. Rehash the story through questions to the children

   (NOTE: Let each child take from your presentation of the story that for which he is ready.)

INFORMATION SHEET

V. Points to consider when reading a story aloud

   A. Adequate preparation--Practice reading the book

   B. Provide a suitable setting

   C. The voice

      1. The voice usually will be tricky when one first starts to read aloud to a group

         a. The pitch will tend to rise

         b. The tempo will tend to increase

      2. It is wise to learn a book by reading it aloud

      3. Start reading in a soft, low-pitched tone

      4. Read slower than one's regular rate of reading

   D. Holding the book

      1. Hold the book correctly when turning pages

         a. Hold the book at the top--One hand grips the book while the other turns the pages from below

         b. Hold the book at the bottom--The spine of the book rests in the palm of the hand and the pages are turned from above

      2. When holding the book about chest level and to one side, be careful that in glancing at the pages one does not unconsciously tip the book up and back

         (NOTE: This is a suggested level when sitting on the floor with the children and should be regulated when sitting at higher levels.)

      3. Avoid the technique of turning the book first toward oneself to read a page and then back to the children to show the picture

VI. Suggestions to employ when telling stories to children in various problem situations

   A. When a child wants to leave

      1. Gently encourage the child to stay, but don't insist

      2. If there is an assistant, let the assistant handle it; if not, try to hold off until the end of the story

      3. Sometimes a reassuring arm around the child will help

INFORMATION SHEET

B. When a child has to go to the bathroom--Don't deny him the right to go, but urge him to wait until the end of the story in a voice that suggests he might miss something

C. When a child won't sit down

   1. Bring the child up next to you

   2. Ignore the stander if you and the group can

D. When children are pushing and nudging

   1. Expect that all three-, four-, and five-year-olds are wigglers and ignore it

   2. Be sure that the children have elbow and also knee room if they are sitting on the floor

   3. Be sure that everyone can see

   4. For the habitual nudger, catching his attention might be achieved by inserting his name in the reading

   5. Have students sitting on floor cross their legs Indian style to prevent kicking or lay on stomach with chin in hands

E. When a child has brought a toy with him

   1. Have him leave it with his garments

   2. Allow the child to show his toy then give it a place of honor on a table or bookshelf

F. When a child interrupts with comments during a story

   1. Try to maintain the continuity of the story and ignore a comment when possible

   2. Accept the child's suggestion

   3. Give the child a quick positive recognition, smile, and continue with the story

G. When the group is to be quiet

   1. A finger game usually will get the attention of children

   2. A quick finger to the lips

   3. Simply putting a hand on the child's head will get his attention

INFORMATION SHEET

VII. General guides to remember when storytelling in problem situations

- A. Young children are easily distracted and listening as being part of a group is something that must be learned
- B. Use time for other things rather than scolding or giving explanations
- C. In handling problems, think of expedience rather than discipline
- D. While telling the story, whatever has to be said or done to handle the problem should be as brief an interruption of the story as possible

VIII. The value of poetry in children's literature

- A. Acts as a springboard to reflect learning and creativity
- B. The child is intrigued with the rhythmic qualities of the world of time, sight, and sound
- C. He makes up original expressions that are tunefully appealing
- D. Provides a means to capture the mood of the moment
- E. Provides a means of relaxation
- F. Provides a topic for various art activities

  (NOTE: Paint or draw moods, scenes, and feelings suggested by verses. Use clay or wood or wire sculpture to interpret stanzas enjoyed together. Make murals of favorite poems.)

IX. Reasons children enjoy good poetry

- A. Gives them an exhilarating sense of melodious movement
- B. Makes the everyday experiences of life vibrant
- C. Tells wonderful stories
- D. Releases health-giving laughter
- E. Carries them into extravagant or fanciful situations
- F. Extends their appreciations of this natural world
- G. Creates memorable personages or characters
- H. Sings its way into their minds and memories
- I. The young child is essentially a poetic being

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #1–MAKE POETRY ANTHOLOGIES

Collect favorite poems for children and put them in an individual book or file. Seek out poems in newspapers, magazines, or books.

(NOTE: An anthology is a collection of selected literary pieces or passages.)

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #2–SELECT BOOKS FOR CHILDREN

Visit the local library and make a list of books suitable for children aged two, three, four, and five (three books for each age level). Discuss the reasons you selected the particular books based on your learnings from this unit.

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #3–READ A STORY

Read a story to a group of preschool children aged four and five.

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #4–TELL A STORY USING A FLANNEL BOARD

Demonstrate the ability to tell a story effectively to a group of five-year-olds, using a flannel board and props.

CHILDREN'S LITERATURE
UNIT VI

TEST

1. List five purposes of children's books.

   a.

   b.

   c.

   d.

   e.

2. Discuss in paragraph form the criteria for selecting children's books in terms of pictures and content and according to children's interests at ages two through five.

3. Select characteristics of children related to the use of books to different ages by placing an "X" in the blanks provided.

______a. A child at eighteen months when shown a picture and asked to point to something can do so correctly

______b. The child at five years of age shows beginning interest in capital letters as "M" for mommy

______c. The four-year-old likes to see his own name printed on his belongings

______d. Some five-year-olds are able to read a few words

______e. The two-year-old can point to and name for himself people and things he recognizes

______f. The three-year-old often wants the storyteller to skip about from the front of the book to the back

______g. The five-year-old may pretend to pick up objects out of pictures

______h. Some five-year-olds can print their names

______i. The child at eighteen months is becoming acquainted with his environment through story books

______j. To follow along in the book as they are being read to is a favorite activity for the two and one-half year old

4. Discuss in detail the four storytelling techniques using a flannel board.

5. List five points to consider when reading a story aloud as related to the voice and holding the book.

   a.

   b.

   c.

   d.

   e.

6. List two suggestions to employ when telling stories in each of the following problem situations.

   a. When a child wants to leave

      1.

      2.

   b. When a child has to go to the bathroom (one answer)

   c. When a child won't sit down

      1.

      2.

   d. When children are pushing and nudging

      1.

      2.

   e. When a child has brought a toy with him

      1.

      2.

   f. When a child interrupts with comments during a story

      1.

      2.

   g. When the group is to be quiet

      1.

      2.

7. Select from the list below general guides to remember when storytelling in problem situations by placing an "X" in the blanks provided.

_____a. Be sure that everyone can see

_____b. Learn the story that will be used with a group of children before hand

_____c. While telling the story, whatever has to be said or done to handle the problem should be as brief an interruption of the story as possible

_____d. Do what is most pleasing for the storyteller

_____e. In handling problems, think of expedience rather than discipline

_____f. Avoid turning the book backwards for reading a page then forward for the children to view illustrations

_____g. Holding a book at shoulder height is much too high for the children to see well

_____h. Use time for other things rather than scolding or giving explanations

_____i. Try to avoid talking to the book when storytelling

_____j. Young children are easily distracted and listening as part of a group is something that must be learned

8. Discuss in a short paragraph the value of poetry in children's literature.

9. Name four reasons children enjoy good poetry.

a.

b.

c.

d.

10. Make a collection of children's poetry.

11. Select appropriate books for given children.

12. Read a story to a group of preschool children.

13. Tell a story using a flannel board and props.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

CHILDREN'S LITERATURE
UNIT VI

ANSWERS TO TEST

1. Any five of the following
   - a. Help him learn by reinforcing his discoveries about the world
   - b. Open the door to many kinds of learnings through enjoyment of books
   - c. Provide the opportunity by which pleasure and learning go hand in hand
   - d. Build a foundation for learning to read
   - e. Provide an exciting meeting with language
   - f. Provide a means by which children can learn to listen
   - g. Link children with the wishes, hopes, desires, sufferings, misfortunes, and values of others
   - h. Build foundation for use and care of books
2. Discussion should include:
   - a. The book should have pictures
     - 1) In color
     - 2) Simple and realistic
     - 3) Easy to understand
     - 4) Artistic and related to the story
     - 5) Placed on the page with the part of the story they illustrate
     - 6) Drawings rather than photographs
   - b. Books should be short
     - 1) Only a few sentences or short paragraphs to a page
     - 2) Language should be free of errors
     - 3) Repetition of words, phrases, or ideas appeal to children
     - 4) Writing that is clear, exact, and appropriate to the story

c. The subject matter should reflect the interest of the child according to age

  1) Books for the two- and three-year-old

    a) The test should not be more than two lines to a page

    b) Basically picture books should be about things with which he is familiar such as animals, everyday objects, everyday experiences, and other children

    c) Generally one main item to the page

  2) Books for the four- and five-year-old

    a) Stories about familiar objects

    b) Fairy stories after they can tell which is real and which is pretend

    c) Children enjoy funny things

d. The text in a good book does not distort the truth and is ethically sound

e. Books with humor and with suspense

3. a, c, d, e, h, i

4. Discussion should include:

a. Place the flannel board where it will remain in a place that can be seen by all students

  1) The chalkboard is good if the group is in a small circle seated before it

  2) An easel is better if the board must be seen by an entire room

b. Arrange figures to be used in the sequence needed for telling the story

  1) It is best to keep them in a folder away from the sight of the listeners

  2) Staple a pocket on one side of the folder to hold the figures and staple the story to the other side

c. The tendency to look at the figures while placing them on the board will cause the storyteller to look away from the listeners

  1) Try to use this movement to direct the listener's eyes, turning back to the audience immediately while telling the story

        2) Try to avoid talking to the flannel board, this creates a listening problem for the audience

    d. Plan the follow-up before telling the story

        1) Evaluation of the story

        2) Change of class from one activity to the next

        3) Two things that are not to be done

            a) Reiterate the moral of the story

            b) Rehash the story through questions to the children

5. Any five of the following

    a. Adequate preparation--Practice reading the book

    b. Provide a suitable setting

    c. The voice

        1) The voice usually will be tricky when one first starts to read aloud to a group

            a) The pitch will tend to rise

            b) The tempo will tend to increase

        2) It is wise to learn a book by reading it aloud

        3) Start reading in a soft, low-pitched tone

        4) Read slower than one's regular rate of reading

    d. Holding the book

        1) Hold the book correctly when turning pages

            a) Hold the book at the top--One hand grips the book while the other turns the pages from below

            b) Hold the book at the bottom--The spine of the book rests in the palm of the hand and the pages are turned from above

        2) When holding the book about chest level and to one side, be careful that in glancing at the pages one does not unconsciously tip the book up and back

        3) Avoid the technique of turning the book first toward oneself to read a page and then back to the children to show the picture

6. Any two from each of the following

   a. When a child wants to leave

      1) Gently encourage the child to stay, but don't insist

      2) If there is an assistant, let the assistant handle it; if not, try to hold off until the end of the story

      3) Sometimes a reassuring arm around the child will help

   b. When a child has to go to the bathroom--Don't deny him the right to go, but urge him to wait until the end of the story in a voice that suggests he might miss something

   c. When a child won't sit down

      1) Bring the child up next to you

      2) Ignore the stander if you and the group can

   d. When children are pushing and nudging

      1) Expect that all three-, four-, and five-year-olds are wigglers and ignore it

      2) Be sure that the children have elbow and also knee room if they are sitting on the floor

      3) Be sure that everyone can see

      4) For the habitual nudger, catching his attention might be achieved by inserting his name in the reading

      5) Have students sitting on floor cross their legs Indian style to prevent kicking or lay on stomach with chin in hands

   e. When a child has brought a toy with him

      1) Have him leave it with his garments

      2) Allow the child to show his toy then give it a place of honor on a table or bookshelf

   f. When a child interrupts with comments during a story

      1) Try to maintain the continuity of the story and ignore a comment when possible

      2) Accept the child's suggestion

      3) Give the child a quick positive recognition, smile, and continue with the story

g. When the group is to be quiet
    1) A finger game usually will get the attention of children
    2) A quick finger to the lips
    3) Simply putting a hand on the child's head will get his attention

7. c, e, h, j

8. The discussion should include:
    a. Acts as a springboard to reflect learning and creativity
    b. The child is intrigued with the rhythmic qualities of the world of time, sight, and sound
    c. He makes up original expressions that are tunefully appealing
    d. Provides a means to capture the mood of the moment
    e. Provides a means of relaxation
    f. Provides a topic for various art activities

9. Any four of the following
    a. Gives them an exhilarating sense of melodious movement
    b. Makes the everyday experiences of life vibrant
    c. Tells wonderful stories
    d. Releases health-giving laughter
    e. Carries them into extravagant or fanciful situations
    f. Extends their appreciations of this natural world
    g. Creates memorable personages or characters
    h. Sings its way into their minds and memories
    i. The young child is essentially a poetic being

10. Evaluated to the satisfaction of the instructor.

11. Evaluated to the satisfaction of the instructor.

12. Evaluated to the satisfaction of the instructor.

13. Evaluated to the satisfaction of the instructor.

SCIENCE
UNIT VII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to match terms and definitions associated with the study of science. The student will be able to list methods for discovery and the steps to take when performing experiments for children, discuss physical surroundings which help in teaching science, and demonstrate the ability to perform scientific experiments for children. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After the completion of this unit, the student should be able to:

1. Match terms associated with the study of science to the correct definition.
2. List methods of discovery.
3. Select from a list the four parts of the environment in scientific terms.
4. List steps to take in performing science experiments for children.
5. Select from a list basic science concepts which should be taught to children.
6. Discuss physical surroundings which help in teaching science to children.
7. List nearby zoos, parks, and museums that would expose preschool children to the world of science.
8. Demonstrate the ability to:
    a. Perform scientific experiments related to chemistry, biology, physics, and ecology before and with preschool children.
    b. Teach scientific concepts through the use of lead questions with preschool children after a given experiment.

SCIENCE
UNIT VII

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information, assignment, and job sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Demonstrate and discuss procedures outlined on the job sheets.

(NOTE: These experiments are primarily for the children to develop science concepts. The student's ability to stimulate interest is extremely important.)

F. Have students plan field trips and science corners as learning experiences.

G. Give test.

II. Student:

A. Read objectives.

B. Study information sheet.

C. Complete assignment sheet.

D. Demonstrate the ability to accomplish the procedures outlined on the job sheets.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Assignment Sheet #1--Exposing the Preschool Child to Science

D. Job sheets

  1. Job Sheet #1--Perform an Experiment with Air

  2. Job Sheet #2--Perform a Baking Soda Explosion

  3. Job Sheet #3--Show How Plants Get Moisture Through Their Stems

  4. Job Sheet #4--Make Pollution: How Fog Is Formed

D. Test

E. Answers to test

II. References:

A. Bendick, Jeanne. *Why Things Work: A Book About Energy.* New York: Parents' Magazine Press, 1972.

B. Carona, Philip. *The True Book of Chemistry: What Things Are Made Of.* Chicago, Illinois: Children's Press, 1962.

C. Carmichael, Viola S. *Science Experiences for Young Children.* Sierra Madre, California: Southern California Association for the Education of Young Children, 1973.

D. Roche, Ruth. *Young Children and Science.* Washington, D.C.: Association for Childhood Education International, 1965.

SCIENCE
UNIT VII

INFORMATION SHEET

I. Terms and definitions

   A. Biology--Study of living things and their activities

   B. Chemistry--Study of matter and energy

   C. Ecology--Study of organisms in relation to their environment

   D. Physics--Study of earth and universe

   E. Science--Knowledge gained and verified by exact observation and experimentation

II. Methods of discovery

   A. Observation

   (NOTE: Consider appearance, identification, purpose, and reason for being.)

   B. Exploration

   (NOTE: When exploring, pat it, feel it, play with it, taste it, smell it, and listen to it.)

   C. Investigation

   (NOTE: Investigation includes observations, actual experiments, and actual experiences.)

III. Parts of the environment

   A. Chemistry

   B. Biology

   C. Physics

   D. Ecology

IV. Steps in performing science experiments

   A. Plan an area for science activities

   B. Begin with something simple and interesting

INFORMATION SHEET

- C. Let child do the discovering
- D. Let him approach it in his own way and do what he likes with it
- E. Ask questions which will direct his attention to something he may have overlooked
- F. Make comments and explanations simple; use few words
- G. Listen to his comments
- H. Let children discuss among themselves
- I. Provide experiences which let him use as many of his senses as possible

  (NOTE: A child learns by using his senses--sight, touch, taste, smell, and hearing.)

V. Basic science concepts

- A. Space
- B. Time
- C. Change
- D. Adaptation
- E. Variety
- F. Interrelationship
- G. Equilibrium and balance

VI. Physical surroundings which help in teaching science to children

- A. Room
  1. Work table with hard, water-proof surface large enough to enable all children to see
  2. Bulletin board at child's eye level
  3. Available water
  4. Windows for light
  5. Bright, lightly colored walls
  6. Science table to display items brought by children
  7. Cage or place for animals

INFORMATION SHEET

B. Materials and equipment

1. Serve the purpose for which intended
2. Stimulate an inquiring attitude
3. Be easy to manipulate
4. Be safe for the child to use
5. Be of size in proportion to child's large muscle development
6. Be durable and accurate
7. Provide a variety of experiences

SCIENCE
UNIT VII

ASSIGNMENT SHEET #1--EXPOSING THE PRESCHOOL CHILD TO SCIENCE

Survey the area in which you live and list nearby zoos, parks, and museums that would expose preschool children to the world of science. To assist you with the survey, you might consult the local telephone directory, the Chamber of Commerce, and resource persons who may be knowledgeable in this area.

SCIENCE
UNIT VII

JOB SHEET #1--PERFORM AN EXPERIMENT WITH AIR

I. Materials and equipment needed

  A. Can with a small mouth

  (NOTE: Be sure the can is clean and has nothing in it but air.)

  B. Balloon

  C. Toaster

II. Procedure

  A. Put the balloon over the mouth of the can

  B. Put the can over the toaster and heat it

III. Leading questions to assist children in discovery

  A. What happened?

  B. Why?

  (NOTE TO STUDENT:

  A. What happened?

    1. The balloon blew up

    2. The balloon got bigger and bigger

  B. Why?

    1. The air in the can got hot

    2. This made the air stretch

    3. The air took up more room and blew up the balloon.)

SCIENCE
UNIT VII

JOB SHEET #2-PERFORM A BAKING SODA EXPLOSION

I. Materials and equipment needed

A. Test tube and several caps

B. Teaspoon

C. Vinegar

D. Baking soda

II. Procedure

A. Fill the test tube about half full with vinegar

B. Add one-fourth of a teaspoonful of baking soda

C. When the mixture starts to foam, put a cap on it

(NOTE: Sometimes it helps to shake the bottle a little.)

III. Leading questions to assist children in discovery

A. What happened?

B. Why?

(NOTE TO STUDENT:

A. What happened?

1. The cap popped off

2. The foam ran out

B. Why?

1. When the baking soda and vinegar were mixed, they made a gas called carbon dioxide

2. There was not enough room in the bottle for all the gas that the baking soda and vinegar made

3. The gas pushed the lid up into the air.)

SCIENCE
UNIT VII

JOB SHEET #3–SHOW HOW PLANTS GET MOISTURE THROUGH THEIR STEMS

I. Materials and equipment needed

   A. Four glasses filled with water

   B. Four different colors of food coloring

   C. Four pieces of celery

II. Procedure

   A. Put a different color of food coloring in each of the four glasses

   B. Put a piece of celery into each of the four glasses

   C. Watch carefully

   (NOTE: This process may take several hours to complete. However, the children will be able to see the beginning of the action immediately.)

III. Leading questions to assist children in discovery

   A. What happened to the celery?

   B. Why?

   (NOTE TO STUDENT:

   A. What happened to the celery?

      1. The color slowly rose through the piece of celery

      2. It slowly changed color of capillaries (little tubes)

   B. Why?

      1. The celery drinks water in this way

      2. The piece of celery has little tubes to take food up through the stalk to the leaves to make food

SCIENCE
UNIT VII

JOB SHEET #4–MAKE POLLUTION: HOW FOG IS FORMED

I. Materials and equipment needed

A. Milk bottle

B. Hot water

C. Large ice cube

II. Procedure

A. Fill the bottle with hot water, leaving about two inches in the bottle

B. Place a large ice cube in the mouth of the bottle so that it cannot drop inside the bottle

III. Leading questions to assist children in discovery

A. What happened?

B. Why?

(NOTE TO STUDENT:

A. What happened?

1. The clear color changed to white

2. The bottle became filled with white fog

B. Why?

1. The hot water made the air warm

2. When the warm air came in contact with the ice cube, it suddenly cooled down

3. The air became saturated with water vapor-forming fog.)

SCIENCE
UNIT VII

TEST

1. Match the terms on the right to the correct definition.

_____a. Study of earth and universe

_____b. Study of matter and energy

_____c. Knowledge gained and verified by exact observation and experimentation

_____d. Study of organisms in relation to their environment

_____e. Study of living things and their activities

1. Biology

2. Chemistry

3. Ecology

4. Physics

5. Science

2. List the three methods of discovery.

a.

b.

c.

3. Select from the list below the four parts of the environment in scientific terms by placing an "X" in the space provided.

_____a. History

_____b. Chemistry

_____c. Algebra

_____d. Biology

_____e. Physics

_____f. Ecology

_____g. Music

4. List five of the steps to be taken in performing science experiments for children.

   a.

   b.

   c.

   d.

   e.

5. Select from the list below the basic science concepts which should be taught to children by placing an "X" in the space provided.

   _____a. Variety

   _____b. Money

   _____c. Equilibrium and balance

   _____d. Change

   _____e. Time

   _____f. Play

   _____g. Space

   _____h. Adaptation

   _____i. Interrelationship

6. Discuss physical surroundings which help in teaching science to children.

7. List nearby zoos, parks, and museums that would expose preschool children to the world of science.

8. Demonstrate the ability to:

   a. Perform scientific experiments related to chemistry, biology, physics, and ecology before and with preschool children.

   b. Teach scientific concepts through the use of lead questions with preschool children after a given experiment.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

SCIENCE
UNIT VII

ANSWERS TO TEST

1. a. 4
   b. 2
   c. 5
   d. 3
   e. 1
2. a. Observation
   b. Exploration
   c. Investigation
3. b, d, e, f
4. Any five of the following
   a. Plan an area for science activities
   b. Begin with something simple and interesting
   c. Let child do the discovering
   d. Let him approach it in his own way and do what he likes with it
   e. Ask questions which will direct his attention to something he may have overlooked
   f. Make comments and explanations simple; use few words
   g. Listen to his comments
   h. Let children discuss among themselves
   i. Provide experiences which let him use as many of his senses as possible
5. a, c, d, e, g, h, i
6. Discussion should include:
   a. Room
      1) Work table with hard, water-proof surface large enough to enable all children to see
      2) Bulletin board at child's eye level

3) Available water

4) Windows for light

5) Bright, lightly colored walls

6) Science table to display items brought by children

7) Cage or place for animals

b. Materials and equipment

1) Serve the purpose for which intended

2) Stimulate an inquiring attitude

3) Be easy to manipulate

4) Be safe for the child to use

5) Be of size in proportion to child's large muscle development

6) Be durable and accurate

7) Provide a variety of experiences

7. Evaluated to the satisfaction of the instructor.

8. Performance skills will be evaluated to the satisfaction of the instructor.

GAMES
UNIT VIII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss the value of games, list factors in conducting and selection of games, and select from a list reasons for game skills and safety suggestions. The student should be able to demonstrate selecting and leading of a game. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit the student should be able to:

1. Discuss the value of games.
2. Select from a list reasons for children possessing specific game skills.
3. List factors to consider in the selection of games.
4. List practical suggestions for conducting games.
5. Select from a list safety suggestions for games.
6. Demonstrate the ability to:
   a. Select various types of games.
   b. Lead a game.

GAMES
UNIT VIII

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide opportunity for the students to lead children in a game activity.

  F. Provide resources for the students to use in selection of games.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheets.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Select Various Types of Games

    2. Assignment Sheet #2--Lead a Game

D. Test

E. Answers to test

II. References:

A. Dauer, Victor P. *Dynamic Physical Education for Elementary School Children.* Minneapolis, Minnesota: Burgess Publishing Company, 1968.

B. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1974.

III. Additional materials:

A. Early Childhood Education State Committee. *Early Childhood Education in Oklahoma.* Oklahoma City: State Department of Education, 1972.

B. Perry Nursery School. *The Scrap Book.* Ann Arbor, Michigan: Friends of Perry Nursery School, 1972.

C. Cole, Ann, Carolyn Haas, Elizabeth Hiller, and Betty Weinberger. *Recipes for Fun.* Northfield, Illinois: Par Project, 1972.

GAMES
UNIT VIII

INFORMATION SHEET

I. Value of games

  A. Furthers development in all areas

    1. Physical

    2. Emotional

    3. Social

    4. Intellectual

  B. Provides physical transition from one activity to another

  C. Builds feelings of confidence through awareness of skill

  D. May develop persistence

  E. Teaches ability to take turns

  F. Teaches ability to solve problems

  G. Creates pleasant learning experiences

  H. Provides opportunity to learn to manage and control

  I. Fosters mental alertness

  J. Teaches ability to understand and follow rules and directions

  K. Encourages fair play and sportsmanship

  L. Teaches understanding of self and others

II. Reasons for children possessing specific game skills

  A. Assists the child in winning peer-group roles

  B. Greatly affects relationships with other children

  C. Affects the individual's feeling about and concept of self

  D. Plays an important part in child's emotional adjustment

INFORMATION SHEET

III. Selection of games

A. Select games which further all types of development

B. Consider age levels

C. Consider needs of the children

D. Use a variety of games

E. Select games to supplement learning activities

F. Select games which provide a variety of learning experiences

G. Consider available resources needed to play games

H. Choose games in which many children can participate at the same time rather than those in which most children are inactive while only a few are active

IV. Practical suggestions for conducting games

A. Put the group in formation quickly

B. Briefly tell what is to be done and what is to be avoided

C. Correct outstanding faults but let details go in the beginning and start the game

D. Ask for questions to clear up hazy points and reply so that all can hear

E. Put someone in charge

(NOTE: Every unit or group should have a leader.)

F. Establish important lines and limits

G. Arrange for full participation

(NOTE: In games which involve choices, some children may not be chosen. In order that all children may have a chance to play the game, ask those who have not had a turn to raise their hands. Ask the child who is making the choice to select a child whose hand is raised. Sideline players may be used in officiating or helping with equipment.)

H. Do not overdo competition

I. Do not permit a few players to dominate the game

J. Modify games to suit conditions and facilities

INFORMATION SHEET

- K. Introduce variations into the game to awaken interest
- L. Form several groups to keep participation and activity high
- M. Play occasionally with the group
- N. Stress the social learnings involved in game experiences
- O. Play outdoors whenever possible
- P. Give a definite signal for starting and stopping the game

V. Safety suggestions for games

- A. Stress need for all players to be alert
- B. Teach proper use of supplies
- C. Stress need for practice in turning and changing directions rapidly
- D. Provide necessary controls

  (NOTE: Unnecessary roughness should be controlled. Pushing, tripping, and similar unsportsmanlike acts have little place in a games program.)

- E. Provide sufficient space
- F. Do not allow children to run to a wall when playing running games

GAMES
UNIT VIII

ASSIGNMENT SHEET #1--SELECT VARIOUS TYPES OF GAMES

Games may be selected because they are appropriate for specific activities, may reinforce another experience, or fulfill other needs. The list below contains some different types of games. Using any available resources, describe these different types and select an example of each that could be lead for the class or group of children. List any other types of games which you find.

1. Group
2. Individual
3. Indoor
4. Outdoor
5. Quiet

ASSIGNMENT SHEET #1

6. Noisy

7. Action

8. Musical

GAMES
UNIT VIII

ASSIGNMENT SHEET #2--LEAD A GAME

Select a game appropriate for the children which are to be led in this activity. Lead the selected game and evaluate yourself according to the criteria which you included on your score sheet in the previous assignment sheet.

GAMES
UNIT VIII

TEST

1. Discuss the value of games.

2. Select from the list below the reasons for children possessing specific game skills by placing an "X" in the blanks provided.

_____a. Develops understanding that self is more important than others

_____b. Greatly affects relationships with other children

_____c. Teaches the necessity of always winning rather than losing

_____d. Plays an important part in child's emotional adjustment

_____e. Assists the child in winning peer-group roles

_____f. Affects the individual's feeling about and concept of self

3. List five factors to consider in the selection of games.

a.

b.

c.

d.

e.

4. List ten practical suggestions for conducting games.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

5. Select from the list below the safety suggestions for games by placing an "X" in the blanks provided.

   ______a. Provide necessary controls

   ______b. Teach proper use of supplies

   ______c. Provide slick surfaces for running activities

   ______d. Stress need for all players to be alert

   ______e. Provide sufficient space

   ______f. Stress need for practice in turning and changing directions rapidly

6. Demonstrate the ability to:

   a. Select various types of games.

   b. Lead a game.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

GAMES
UNIT VIII

ANSWERS TO TEST

1. Discussion should include:

   a. Furthers development in all areas

      1) Physical

      2) Emotional

      3) Social

      4) Intellectual

   b. Provides physical transition from one activity to another

   c. Builds feelings of confidence through awareness of skill

   d. May develop persistence

   e. Teaches ability to take turns

   f. Teaches ability to solve problems

   g. Creates pleasant learning experiences

   h. Provides opportunity to learn to manage and control

   i. Fosters mental alertness

   j. Teaches ability to understand and follow rules and directions

   k. Encourages fair play and sportsmanship

   l. Teaches understanding of self and others

2. b, d, e, f

3. Any five of the following

   a. Select games which further all types of development

   b. Consider age levels

c. Consider needs of the children

d. Use a variety of games

e. Select games to supplement learning activities

f. Select games which provide a variety of learning experiences

g. Consider available resources needed to play games

h. Choose games in which many children can participate at the same time rather than those in which most children are inactive while only a few are active

4. Any ten of the following

a. Put the group in formation quickly

b. Briefly tell what is to be done and what is to be avoided

c. Correct outstanding faults but let details go in the beginning and start the game

d. Ask for questions to clear up hazy points and reply so that all can hear

e. Put someone in charge

f. Establish important lines and limits

g. Arrange for full participation

h. Do not overdo competition

i. Do not permit a few players to dominate the game

j. Modify games to suit conditions and facilities

k. Introduce variations into the game to awaken interest

l. Form several groups to keep participation and activity high

m. Play occasionally with the group

n. Stress the social learnings involved in game experiences

o, Play outdoors whenever possible

p. Give a definite signal for starting and stopping the game

5. a, b, d, e, f

6. Evaluated to the satisfaction of the instructor.

ENRICHMENT
UNIT IX

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list places of interest to the preschool child. The student should be able to list steps in making arrangements for field trips and discuss and list various facts associated with the values, use, and abuse of television. The student should be able to list advantages and disadvantages of commercial materials used in the classroom and discuss the selection of resource people to the classroom. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List field trips suitable for enriching the preschool child's experiences.
2. List steps in making arrangements for field trips.
3. Discuss values of television as a means for enrichment.
4. List facts associated with the abuse of television.
5. List "do's and "don'ts" associated with the use of television.
6. List advantages and disadvantages of various commercial materials used for enrichment.
7. Discuss the selection of resource people for the enrichment program in the classroom.

ENRICHMENT
UNIT IX

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information sheet.

  C. Discuss terminal and specific objectives.

  D. Discuss information sheet.

  E. Direct students through the different learning paths for each specific objective.

  F. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Make sure you are able to perform according to the type of performance called for by each specific objective.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Test

  D. Answers to test

II. References:

  A. Cohen, Monroe D. *Literature with Children.* Washington, D.C.: Association for Childhood Education International, 1972.

B. Costello, Lawrence F. and George N. Gordon. *Teach with Television.* New York: Hastings House Publishers, 1961.

C. Kepler, Hazel. *The Child and His Play.* New York: Funk and Wagnall Company, 1952.

D. Ryan, Bernard J. *Your Child and the First Year of School.* New York: The World Publishing Company, 1969.

E. Trow, William Clark. *Teacher and Technology.* New York: Appleton-Century-Crofts-Meredith Publishing Company, 1963.

ENRICHMENT
UNIT IX

INFORMATION SHEET

I. Field trips which enrich the preschooler's experiences

- A. Grocery store
- B. Gas station
- C. Post office
- D. Amusement park
- E. Zoo
- F. Museum
- G. Sea areas
- H. Farm
- I. Circus
- J. Various modes of transportation

  Examples: Air, bus, train
- K. Library
- L. School

  (NOTE: Many others may be added to this list.)

II. Steps in making arrangements for field trips

- A. Call location ahead of time
- B. Get written permission from parents
- C. Arrange for transportation
- D. Assign children to adults
- E. Discuss rules and what to look for
- F. Call attention to points of interest
- G. Make a visit ahead of time if unfamiliar with location
- H. Plan follow-up activities for after the trip

INFORMATION SHEET

III. Values of television

  A. Makes the child seek involvement

  B. Makes his senses want to get into the act

  C. Is part of his total environment reaching to him as he reaches to it

  D. Helps develop a larger vocabulary

  E. Provides a wider frame of reference

  F. Provides a larger store of general information

  G. Develops a sense of sharing and companionship

  H. Provides a springboard for other learning activities

IV. Facts associated with the abuse of television

  A. Indiscriminate use of television

  B. Poor selection of appropriate program

  C. Poor timing

  D. Failure to adequately motivate children for program

  E. Programs employed merely to entertain children for various periods of time

  F. Overuse

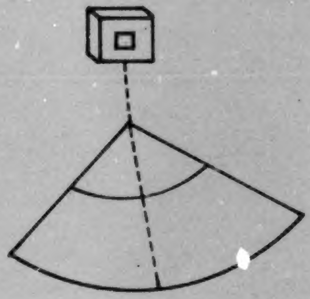
  (NOTE: This dulls sensitivity to creativity and fosters inactiveness.)

V. "Do's" and "don'ts" associated with the use of television

  A. Do

    1. Place television set in front of window wall to avoid glare

    2. Seat students in front of receiver in a triangular pattern



INFORMATION SHEET

3. When multiple receivers are used in one room, angle them in corners
4. Mount sets so that they operate above students' eye level
5. Keep room dim, but not dark, during telecast
6. Arrange seating well in advance of the lesson
7. Prepare students for television lesson; review them afterwards

B. Don't

1. Use one receiver for more than fifteen children unless necessary
2. Place sets where they will reflect glare
3. Attempt to use television for enrichment without knowing exactly what the video lesson will cover
4. Use television for enrichment without follow-up
5. Force attention of children

VI. Advantages and disadvantages of commercial materials

(NOTE: Commercial materials include all those associated with multi-media experiences. These may include films, filmstrips, kinescopes, phonodiscs, phonotapes, programmed instruction materials, slides, transparencies, and videotapes.)

A. Advantages

1. The children can work independently or in small groups
2. Each child can progress at his own pace
3. The child learns to set his own goals, to evaluate his own work, and ultimately to take responsibility for his own progress
4. The teacher is free to be more flexible, responsive, and highly creative
5. The teacher is able to familiarize children with a wide variety of tasks and helps them to select their own goals and pursue their own interests
6. The child immerses himself in each activity for its own sake and advances because he is ready, not because he is pushed

INFORMATION SHEET

B. Disadvantages

1. Usually rigid in sequential presentation
2. Minimize interaction between students and between student and teacher
3. Remedial value may be overemphasized
4. May be overused to the point that novelty value is lost
5. Detached from the particular learning situation; impersonal in nature
6. Poor judgment in selection often wastes time
7. May be expensive

VII. Selection of resource people for the enrichment program in the classroom

A. Visitors should be invited who can increase the children's knowledge of persons, places, and events gained from readings and storytelling

B. The visitor should be a knowledgeable and interesting person who enjoys, understands, and can relate to the preschool child

(NOTE: Many retired persons from the community enjoy sharing their experiences with young children.)

ENRICHMENT
UNIT IX

TEST

1. List five field trips suitable for enriching the preschool child's experiences.

   a.

   b.

   c.

   d.

   e.

2. List five steps in making arrangements for field trips.

   a.

   b.

   c.

   d.

   e.

3. Discuss in a brief paragraph the values of television as a means for enrichment.

4. List five facts associated with the abuse of television.

   a.

   b.

   c.

   d.

   e.

5. List "do's" and "don'ts" associated with the use of television.

   a. Do

      1)
      2)
      3)
      4)
      5)
      6)
      7)

   b. Don't

      1)
      2)
      3)
      4)
      5)

6. List five advantages and five disadvantages of various commercial materials used for enrichment.

   A. Advantages

      1)
      2)
      3)
      4)
      5)

   b. Disadvantages

      1)
      2)
      3)
      4)
      5)

7. Discuss in a brief paragraph the selection of resource people for the enrichment program in the classroom.

ENRICHMENT
UNIT IX

ANSWERS TO TEST

1. Any five of the following
   - a. Grocery store
   - b. Gas station
   - c. Post office
   - d. Amusement park
   - e. Zoo
   - f. Museum
   - g. Sea areas
   - h. Farm
   - i. Circus
   - j. Various modes of transportation
   - k. Library
   - l. School
2. Any five of the following
   - a. Call location ahead of time
   - b. Get written permission from parents
   - c. Arrange for transportation
   - d. Assign children to adults
   - e. Discuss rules and what to look for
   - f. Call attention to points of interest
   - g. Make a visit ahead of time if unfamiliar with location
   - h. Plan follow-up activities for after the trip

3. Discussion should include:
   - a. Makes the child seek involvement
   - b. Makes his senses want to get into the act
   - c. Is part of his total environment reaching to him as he reaches to it
   - d. Helps develop a larger vocabulary
   - e. Provides a wider frame of reference
   - f. Provides a larger store of general information
   - g. Develops a sense of sharing and companionship
   - h. Provides a springboard for other learning activities

4. Any five of the following
   - a. Indiscriminate use of television
   - b. Poor selection of appropriate program
   - c. Poor timing
   - d. Failure to adequately motivate children for program
   - e. Programs employed merely to entertain children for various periods of time
   - f. Overuse

5. a. Do
   - 1) Place television set in front of window wall to avoid glare
   - 2) Seat students in front of receiver in a triangular pattern
   - 3) When multiple receivers are used in one room, angle them in corners
   - 4) Mount sets so that they operate above students' eye level
   - 5) Keep room dim, but not dark, during telecast
   - 6) Arrange seating well in advance of the lesson
   - 7) Prepare students for television lesson; review them afterwards

b. Don't

1) Use one receiver for more than fifteen children unless necessary

2) Place sets where they will reflect glare

3) Attempt to use television for enrichment without knowing exactly what the video lesson will cover

4) Use television for enrichment without follow-up

5) Force attention of children

6. a. Advantages

Any five of the following

1) The children can work independently or in small groups

2) Each child can progress at his own pace

3) The child learns to set his own goals, to evaluate his own work, and ultimately to take responsibility for his own progress

4) The teacher is free to be more flexible, responsive, and highly creative

5) The teacher is able to familiarize children with a wide variety of tasks and helps them to select their own goals and pursue their own interests

6) The child immerses himself in each activity for its own sake and advances because he is ready, not because he is pushed

b. Disadvantages

Any five of the following

1) Usually rigid in sequential presentation

2) Minimize interaction between students and between student and teacher

3) Remedial value may be overemphasized

4) May be overused to the point that novelty value is lost

5) Detached from the particular learning situation; impersonal in nature

6) Poor judgment in selection often wastes time

7) May be expensive

7. Discussion should include:

   a. Visitors should be invited who can increase the children's knowledge of persons, places, and events gained from readings and storytelling

   b. The visitor should be a knowledgeable and interesting person who enjoys, understands, and can relate to the preschool child

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to define career awareness, list the main concept of career education and materials which are conducive to the development of career attitudes, and discuss goals of career guidance in the early years. The student should be able to demonstrate the ability to lead career awareness activities. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term career awareness.
2. State the fundamental concept of career education.
3. Discuss goals of career guidance in the early years.
4. List materials which are conducive to the development of attitudes toward the world of work.
5. Demonstrate the ability to lead various career awareness activities.

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Provide opportunities for the students to lead the career awareness activities.

  F. Relate career awareness for the preschool child to all levels of career awareness and the world of work.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Student information sheet.

  C. Complete activities on each assignment sheet.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Occupational Career Awareness Activities

    2. Assignment Sheet #2--Personal Career Awareness Activities

  D. Test

  E. Answers to test

II. References:

A. *A Guide for Developmental Vocational Guidance, K-12.* Oklahoma City: Oklahoma State Department of Education, 1973.

B. Shipp, Jeanetta. *Career Awareness, K-6.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1974.

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

INFORMATION SHEET

I. Career awareness--Process of promoting a positive attitude toward self and the world of work

II. Fundamental concept of career education--All educational experiences, curriculum instruction and counseling, should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work

III. Goals of career guidance in early years

   A. To develop in pupils attitudes about the personal and social significance of work

      1. To accept and respect self and others
      2. To be dependable
      3. To be responsible
      4. To be cooperative
      5. To enjoy work and play

   B. To develop and expand the occupational awareness and aspirations of pupils to the world of work

      1. Jobs of self
      2. Jobs of others

   C. To present and develop each pupil's self-awareness of his occupational interests, needs, and abilities

      1. Family members
      2. School staff
      3. Community
      4. Resource people

   D. To improve the image and dignify the importance of all honest work by

      1. Role playing
      2. Field trips

INFORMATION SHEET

3. Audio and/or visual aids
4. Bulletin boards
5. Riddles, games, and puzzles
6. Discussions and committee reports
7. Books, newspapers, magazines
8. Art work and exhibits

IV. Materials which are conducive to the development of attitudes toward the world of work

A. Hats of various occupations

B. Secretary's notebook and pencil

C. Lab apron

D. Artist's smock and easel

E. Ballet shoes

F. Waitress' apron and tray

G. Painter's cap and brush

H. Custodian's keys and broom

I. Space helmet and space suit

J. Musical instruments

(NOTE: Many others items could be added to this list.)

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

ASSIGNMENT SHEET #1--OCCUPATIONAL CAREER AWARENESS ACTIVITIES

Very early in a child's life, he should develop attitudes toward the world of work and the value of each individual's contribution. When respect for every type of work has been developed, the child, through imagination and role playing, can safely explore whatever his fancy dictates. Through his imagination, he will begin to see himself as a person of value with a contribution to make in the world of work. The more experiences we provide about work and workers, the better prepared the child will be for later and more realistic stages of choosing a career. The teacher's attitude should encourage respect for each and every occupation and recognition of its values to the community.

The following are activities which may be used to further enhance awareness of various occupations. Demonstrate your ability to lead at least one of these activities to preschool children.

1. Ask a child to pick a picture card from a mystery box and act out the role of the person pictured. Have other children identify the role. You may wish to include in the mystery box a variety of community workers and helpers, such as:

   a. Custodian

   b. Sales clerk

   c. Beautician

   d. Postman

   e. School teacher

   f. Fireman

   g. Policeman

   h. Farmer

   i. Plumber

   j. Cook

   k. Nurse

   (NOTE: A follow-up of this activity may be for the child to draw a picture of his favorite worker.)

ASSIGNMENT SHEET #1

2. Present occupational information through the use of riddles.

   Examples: Mrs. Brown works at our school. She is a good helper. Our lunch is so good. Mrs. Brown gets money for this. What is her job?

   We visited the grocery store.
   We saw Jane's mother.
   She works there everyday.
   When we buy food, she takes our money. She gets money for this. What is her job?

3. Provide children with a variety of materials conducive to imaginative play. A list of examples of these materials is included in the information sheet.

4. Take children on field trips to show the many workers in the community and the working conditions of these various occupations.

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

ASSIGNMENT SHEET #2--PERSONAL CAREER AWARENESS ACTIVITIES

Lead one or more children in the following career awareness activities.

1. Ask a child to describe one job he can do for himself when getting ready to come to the child care center.

   Examples: Brush hair

   Wash face

   Dress self

2. Have a child draw a picture of his family and describe a job he can perform for his family.

   Examples: Pick up toys

   Put soiled clothes in proper place

   Dust furniture

3. Select a nursery school duty and have a child perform this duty independently for a definite period of time.

   Example: Pick up blocks

   Distribute materials

   Feed the fish

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

TEST

1. Define the term career awareness.

2. State the fundamental concept of career education.

3. Discuss goals of career guidance in the early years.

4. List six materials which are conducive to the development of attitudes toward the world of work.

   a.

   b.

   c.

   d.

   e.

   f.

5. Demonstrate the ability to lead various career awareness activities.

   (NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be accomplished.)

CAREER AWARENESS FOR THE PRESCHOOL CHILD
UNIT X

ANSWERS TO TEST

1. Process of promoting a positive attitude toward self and the world of work

2. All educational experiences, curriculum instruction and counseling, should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work

3. Discussion should include:

   a. To develop in pupils attitudes about the personal and social significance of work

      1) To accept and respect self and others

      2) To be dependable

      3) To be responsible

      4) To be cooperative

      5) To enjoy work and play

   b. To develop and expand the occupational awareness and aspirations of pupils to the world of work

      1) Jobs of self

      2) Jobs of others

   c. To present and develop each pupil's self-awareness of his occupational interests, needs, and abilities

      1) Family members

      2) School staff

      3) Community

      4) Resource people

   d. To improve the image and dignify the importance of all honest work by

      1) Role playing

      2) Field trips

        3) Audio and/or visual aids
        4) Bulletin boards
        5) Riddles, games, and puzzles
        6) Discussion and committee reports
        7) Books, newspapers, magazines
        8) Art work and exhibits

4. Any six of the following or others listed in class:

    a. Hats of various occupations
    b. Secretary's notebook and pencil
    c. Lab apron
    d. Artist's smock and easel
    e. Ballet shoes
    f. Waitress' apron and tray
    g. Painter's cap and brush
    h. Custodian's keys and broom
    i. Space helmet and space suit
    j. Musical instruments

5. Evaluated to the satisfaction of the instructor.

THE HEALTHY

CHILD

SECTION F

CHILD NUTRITION
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to describe characteristics or actions of a poorly nourished child, ways to make mealtime pleasant, and a mealtime experience which fosters growth and development of the total child. The student should be able to list techniques to make food acceptable and factors which influence a child's attitudes and plan meals and snacks for the preschool child. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the daily food requirements for the three- to five-year-old to the four basic food groups.
2. Describe possible characteristics or actions of a poorly nourished child.
3. List techniques which make food more acceptable to young children.
4. Select from a list practices which should be modeled before and during mealtime with young children.
5. Describe ways in which mealtime may be made a pleasant time.
6. List factors which influence a child's attitudes toward food.
7. Describe a mealtime experience which would contribute to the growth and development of the total child.
8. Plan meals and snacks for a preschool child for two days which meets the basic four requirements.
9. Prepare a snack for preschool children.

CHILD NUTRITION
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Assist students in planning of meals and snacks and let them prepare some of these menus.

   F. Discuss ways of introducing new foods.

   Example: Surprise box of new foods

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Describe a Mealtime Experience

      2. Assignment Sheet #2--Plan Meals and Snacks

      3. Assignment Sheet #3--Prepare a Snack

D. Test

E. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

CHILD NUTRITION
UNIT I

INFORMATION SHEET

I. Basic four food group daily requirements for the three- to five-year-old

  A. Meat group--Two or more servings

  B. Vegetable and fruit group--Four or more servings

  C. Milk group--Three to four cups

  D. Bread and cereal group--Four or more servings

  (NOTE: The kind and amount of each food given should be in accordance to the age of the child. One-half cup is considered a serving. This is fine for an adult, a teenager, or even a hungry six-year-old, but an ample serving for a one- or two-year-old may be one or two tablespoons. Mother will learn his individual needs. The amount increases as the child grows. It is natural for a child to go on food "jags" or "fasts.")

II. Possible characteristics or actions of a poorly nourished child

  A. Food allergies

  B. Small appetite

  C. Vomiting

  D. Lack of desire to feed self

  E. Refusal to eat certain foods

  F. Excessive eating of dirt

  G. Illness

  H. Listlessness

  I. Deficiency diseases

  J. Desire to sleep all the time

III. Techniques which make food more acceptable

  A. Serve finger foods

  B. Use attractive colors

  C. Select foods with interesting texture

INFORMATION SHEET

- D. Select a variety
- E. Allow children to serve themselves
- F. Let children help in food preparation
- G. Introduce new foods regularly

IV. Practices which should be modeled with young children

- A. Cleanliness
- B. Courtesy
- C. Manners
- D. Eat a variety of foods
- E. Pleasant attitude
- F. Eat new foods

V. Ways to make mealtime pleasant

- A. Serve food attractively
  - 1. Vary the color of foods
  - 2. Use pretty dishes and place mats
- B. Give small helpings
- C. Use pleasant conversation
- D. Use appropriate size of furniture
- E. Use appropriate size and kind of dishes
- F. Wash hands before meals
- G. Provide a pleasant atmosphere
- H. Serve plain foods
- I. Serve foods without encouraging comment
- J. Stress things other than the amount to be eaten
- K. Maintain a calm, unworried attitude

INFORMATION SHEET

- L. Stress things other than table manners
- M. Allow eating with fingers
- N. Be calm and unemotional
- O. Keep in mind individual differences
- P. Do not use force in getting a child to clean his plate
- Q. Rotate seating arrangement

VI. Factors which influence a child's attitude toward food

- A. Parents' attitudes
- B. Food sensitivity
- C. Facial expressions of those around him
- D. Tone of voice
- E. Other family members' attitudes

CHILD NUTRITION
UNIT I

ASSIGNMENT SHEET #1-DESCRIBE A MEALTIME EXPERIENCE

Describe a mealtime experience which would contribute to the growth and development of the total child.

CHILD NUTRITION
UNIT I

ASSIGNMENT SHEET #2--PLAN MEALS AND SNACKS

Plan meals and snacks for a preschool child for two days which meets the basic four food requirements.

CHILD NUTRITION
UNIT I

ASSIGNMENT SHEET #3--PREPARE A SNACK

Prepare at least one snack for preschool children which meets part of the needs of the basic four food requirements and will contribute to the growth and development of the total child.

CHILD NUTRITION
UNIT I

TEST

1. Match the daily food requirements for the three- to five-year-old on the right to the four basic food groups.

    _____a. Two or more servings

    _____b. Three to four cups

    _____c. Four or more servings

    1. Milk group

    2. Bread and cereal group

    3. Meat group

    4. Vegetable and fruit group

2. Describe possible characteristics or actions of a poorly nourished child.

3. List seven techniques which make food more acceptable to young children.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

4. Select from the list below the practices which should be modeled before and during mealtime with young children by placing an "X" in the blank provided.

    _____a. Always clean up the plate

    _____b. Eat a variety of foods

    _____c. Manners

    _____d. Courtesy

______e. Pickiness

______f. Cleanliness

______g. Eat new foods

______h. Pleasant attitude

5. Describe ways in which mealtime may be made a pleasant time.

6. List five factors which influence a child's attitudes toward food.

   a.

   b.

   c.

   d.

   e.

7. Describe a mealtime experience which would contribute to the growth and development of the total child.

8. Plan meals and snacks for a preschool child for two days which meets the basic four requirements.

9. Prepare a scnack for preschool children.

   (NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

CHILD NUTRITION
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 2, 4
2. Description should include:
   a. Food allergies
   b. Small appetite
   c. Vomiting
   d. Lack of desire to feed self
   e. Refusal to eat certain foods
   f. Excessive eating of dirt
   g. Illness
   h. Listlessness
   i. Deficiency diseases
   j. Desire to sleep all the time
3. a. Serve finger foods
   b. Use attractive colors
   c. Select foods with interesting texture
   d. Select a variety
   e. Allow children to serve themselves
   f. Let children help in food preparation
   g. Introduce new foods regularly
4. b, c, d, f, g, h

5. Description should include:
   - a. Serve food attractively
     - 1) Vary the color of foods
     - 2) Use pretty dishes and place mats
   - b. Give small helpings
   - c. Use pleasant conversation
   - d. Use appropriate size of furniture
   - e. Use appropriate size and kind of dishes
   - f. Wash hands before meals
   - g. Provide a pleasant atmosphere
   - h. Serve plain foods
   - i. Serve foods without encouraging comment
   - j. Stress things other than the amount to be eaten
   - k. Maintain a calm, unworried attitude
   - l. Stress things other than table manners
   - m. Allow eating with fingers
   - n. Be calm and unemotional
   - o. Keep in mind individual differences
   - p. Do not use force in getting a child to clean his plate
   - q. Rotate seating arrangement

6. a. Parents' attitudes
   - b. Food sensitivity
   - c. Facial expressions of those around him
   - d. Tone of voice
   - e. Other family members' attitudes

7. Evaluated to the satisfaction of the instructor.

8. Evaluated to the satisfaction of the instructor.

9. Evaluated to the satisfaction of the instructor.

CHILD HEALTH AND SAFETY
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list health practices which should be modeled, recommendations for removing common hazard areas, and characteristics of an over-tired child. The student should be able to discuss the importance of medical care, factors to consider in caring for a sick child, and health and safety rules for a child care center; demonstrate the ability to administer first aid; and determine symptoms and treatments of common childhood diseases. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with child health and safety to the correct definition.
2. List health practices which should be modeled for the young child.
3. Discuss the importance of professional medical care.
4. Discuss factors to consider when caring for a sick child.
5. Select from a list characteristics of a child who is over-tired.
6. List recommendations for removing some of the most common home hazard areas involving children.
7. Discuss health and safety rules considered essential for a child care center.
8. List the symptoms, length of illness, and recommended treatment of common childhood illnesses.
9. Demonstrate the ability to administer first aid for cuts, bruises, and accidents according to accepted Red Cross standards.
10. Demonstrate the use of a fire extinguisher or alarm system.

CHILD HEALTH AND SAFETY
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Provide resources for use in completing assignment sheets.

   F. Invite medical person to discuss child health and safety with the class. This person should discuss recommended immunizations for children from birth to six years of age.

   G. Take field trip to visit child care centers. Have students make comparisons according to the rules in the information sheet.

   H. Have students demonstrate procedures of first aid treatment and use of the fire extinguisher in assignment sheets.

   I. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet.

   D. Take field trip.

   E. Demonstrate first aid procedures.

   F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Assignment sheets

  1. Assignment Sheet #1--Common Childhood Illnesses

  2. Assignment Sheet #2--Administer First Aid

  3. Assignment Sheet #3--Use a Fire Extinguisher or Alarm System

D. Test

E. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

C. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1971.

CHILD HEALTH AND SAFETY
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Health--State of complete physical, mental, and social well-being and not merely the absence of disease or infirmity

   B. Immunization--Process or treatment by which a person acquires resistance to disease

   C. Medication--Treatment with a medical substance

   D. First aid--Emergency care or treatment given to an ill or injured person before regular medical aid can be obtained

II. Health practices modeled for the young child

   A. Wash hands before meals

   B. Take regular baths

   C. Wear clean clothes

   D. Brush teeth

   E. Eat a balanced diet

   F. Show respect for sleep and rest

III. Importance of professional medical care

   A. Regular checkups assist in maintenance of good health

      1. Infections, weaknesses, and malfunctions can be diagnosed

      2. Serious developments can be detected and often prevented

   B. Immunizations protect against certain diseases

IV. Factors to consider when caring for a sick child

   A. Person's attitude influences success in treatment

   B. Calm, unworried, and serene manner will convey courage and confidence

   C. Treatment of the illness as something matter-of-fact, discussing it as little as possible, and maintaining cheerfulness tend to influence a similar attitude in the patient

INFORMATION SHEET

- D. Child who is pampered and catered to may become self-centered and demanding
- E. Child is happiest when reasonably able to assist and entertain himself with something constructive
- F. Child contributes to his own health by thinking about the comfort and welfare of other family members
- G. A sick child has emotional as well as physical difficulties to overcome; therefore, overheard comments may disturb them

V. Characteristics of a child who is over-tired

- A. Irritable
- B. Impatient
- C. Cries
- D. Sleepy
- E. Not alert

VI. Recommendations for removing common home hazard areas involving children

- A. Gate at the head of every stairway for toddlers
- B. Adequate lighting in stairs and hallways
- C. Stairs equipped with handrails
- D. Stairways clear of toys, bottles, mops, and brooms
- E. Rubber mat in tub or shower
- F. No electrical equipment near bathtub
- G. Disconnected appliances when not in use
- H. Worn-out and frayed cords replaced
- I. No slippery throw rugs
- J. Articles or liquids spilled on floor picked or wiped up immediately

INFORMATION SHEET

K. Gas burners turned off tightly

L. Handles of cooking utensils on stove turned inward

M. Sharp knives, razor blades, scissors, and matches out of reach

N. Poisons and medications safely stored

O. Cover unused electrical outlets

VII. Health and safety rules essential for a child care center

A. Fence with gate or otherwise protected and reasonably large outdoor play space

B. Rooms which are neat, clean, and colorful

C. Freedom from safety hazards

(NOTE: Such accident traps as dangerous, unguarded staircases, sharp corners, projecting nails, or splintery blocks or chairs should be avoided.)

D. Adequate supervision by adults

E. Scheduled activities which last only as long as interest is manifested and not to the point where children are unduly fatigued

F. Adequate facilities for rest

G. Appropriate temperature, ventilation, and lighting

H. Fire extinguishers

I. Fire escape plan

CHILD HEALTH AND SAFETY
UNIT II

ASSIGNMENT SHEET #1--COMMON CHILDHOOD ILLNESSES

Using available resource materials, determine the symptoms, length of illness, and recommended treatment of the common childhood illnesses listed below. What other illnesses can you add to this list?

1. Measles

2. Chicken pox

3. Mumps

4. Respiratory illness such as colds

CHILD HEALTH AND SAFETY
UNIT II

ASSIGNMENT SHEET #2--ADMINISTER FIRST AID

Using available resource materials, determine the method(s) for treating the following situations according to accepted Red Cross standards. Demonstrate these procedures to the class as instructed by your teacher.

1. A child swallows some household disinfectant.

2. A child falls, severely spraining his ankle.

3. A child breaks his arm after falling out of a swing.

4. A child cuts his foot on some broken glass.

5. A child is choking on a known object in his throat.

6. A child has nosebleed.

CHILD HEALTH AND SAFETY
UNIT II

ASSIGNMENT SHEET #3--USE A FIRE EXTINGUISHER OR ALARM SYSTEM

Following the directions for the fire extinguisher or alarm system available in your classroom, demonstrate its proper use to the class.

CHILD HEALTH AND SAFETY
UNIT II

TEST

1. Match the terms on the right to the correct definition.

   _____a. Emergency care or treatment given to an ill or injured person before regular medical aid can be obtained

   _____b. Treatment with a medical substance

   _____c. Process or treatment by which a person acquires resistance to disease

   _____d. State of complete physical, mental, and social well-being and not merely the absence of disease or infirmity

   1. Medication
   2. Health
   3. First aid
   4. Immunization

2. List six health practices which should be modeled for the young child.

   a.

   b.

   c.

   d.

   e.

   f.

3. Discuss the importance of professional medical care.

4. Discuss factors to consider when caring for a sick child.

5. Select from the following list the characteristics of a child who is over-tired by placing an "X" in the blank provided.

_____a. Cries

_____b. Impatient

_____c. Laughs

_____d. Patient

_____e. Enjoys playing

_____f. Irritable

_____g. Not alert

_____h. Sleepy

6. List eight recommendations for removing some of the most common home hazard areas involving children.

a.

b.

c.

d.

e.

f.

g.

h.

7. Discuss health and safety rules considered essential for a child care center.

8. List the symptoms, length of illness, and recommended treatment of common childhood illnesses.

9. Demonstrate the ability to administer first aid for cuts, bruises, and accidents according to accepted Red Cross standards.

10. Demonstrate the use of a fire extinguisher or alarm system.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

CHILD HEALTH AND SAFETY
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 4
   d. 2
2. a. Wash hands before meals
   b. Take regular baths
   c. Wear clean clothes
   d. Brush teeth
   e. Eat a balanced diet
   f. Show respect for sleep and rest
3. Discussion should include:
   a. Regular checkups assist in maintenance of good health
      1) Infections, weaknesses, and malfunctions can be diagnosed
      2) Serious developments can be detected and often prevented
   b. Immunizations protect against certain diseases
4. Discussion should include:
   a. Person's attitude influences success in treatment
   b. Calm, unworried, and serene manner will convey courage and confidence
   c. Treatment of the illness as something matter-of-fact, discussing it as little as possible, and maintaining cheerfulness tend to influence a similar attitude in the patient
   d. Child who is pampered and catered to may become self-centered and demanding
   e. Child is happiest when reasonably able to assist and entertain himself with something constructive

  - f. Child contributes to his own health by thinking about the comfort and welfare of other family members
  - g. A sick child has emotional as well as physical difficulties to overcome; therefore, overheard comments may disturb them

5. a, b, f, g, h

6. Any eight of the following
   - a. Gate at the head of every stairway for toddlers
   - b. Adequate lighting in stairs and hallways
   - c. Stairs equipped with handrails
   - d. Stairways clear of toys, bottles, mops, and brooms
   - e. Rubber mat in tub or shower
   - f. No electrical equipment near bathtub
   - g. Disconnected appliances when not in use
   - h. Worn-out and frayed cords replaced
   - i. No slippery throw rugs
   - j. Articles or liquids spilled on floor picked or wiped up immediately
   - k. Gas burners turned off tightly
   - l. Handles of cooking utensils on stove turned inward
   - m. Sharp knives, razor blades, scissors, and matches out of reach
   - n. Poisons and medications safely stored
   - o. Cover unused electrical outlets

7. Discussion should include:
   - a. Fence with gate or otherwise protected and reasonably large outdoor play space
   - b. Rooms which are neat, clean, and colorful
   - c. Freedom from safety hazards
   - d. Adequate supervision by adults
   - e. Scheduled activities which last only as long as interest is manifested and not to the point where children are unduly fatigued

   f. Adequate facilities for rest
   g. Appropriate temperature, ventilation, and lighting
   h. Fire extinguishers _
   i. Fire escape plan

8. Evaluated to the satisfaction of the instructor.
9. Evaluated to the satisfaction of the instructor.
10. Evaluated to the satisfaction of the instructor.

WORKING WITH
SPECIAL GROUPS
SECTION G

MIDDLE CHILDHOOD
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to match characteristics of children in middle childhood to their age, list outdoor and indoor activities for school age children, and list activities which help the child with school work. The student should be able to discuss reasons children in middle childhood exhibit behavioral problems, analyze behavioral problems, and plan and lead activities for the school age child. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term middle childhood.
2. Match characteristics of children in middle childhood to their grade levels.
3. Discuss reasons children in middle childhood exhibit behavioral problems.
4. List suitable outdoor activities for school age children.
5. Select from a list suitable indoor activities for school age children.
6. List activities and supplies which help the school age child with school work.
7. Analyze apparent behavioral problems of a school age child.
8. Plan indoor and outdoor activities for the school age child.
9. Lead indoor and outdoor activities for the school age child.

MIDDLE CHILDHOOD
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss terminal and specific objectives.

   D. Discuss information and assignment sheets.

   E. Substitute, if possible, children in a child care center for the case study on Assignment Sheet #1 when studying behavioral problems.

   F. Provide opportunity for the students to lead the activities planned in Assignment Sheet #2.

   G. Provide opportunity for the students to observe school age children.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet and turn in to instructor.

   D. Observe school age children.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Assignment sheets

  1. Assignment Sheet #1--Analyze Behavioral Problems

  2. Assignment Sheet #2--Plan Indoor and Outdoor Activities

  3. Assignment Sheet #3--Lead Indoor and Outdoor Activities

D. Test

E. Answers to test

II. References:

A. Walters, Frances, Althea Wright and Betty Stratton. "Characteristics of School Age Children." Mimeographed. Stillwater: Oklahoma State University, Child Care Services, 1972.

B. Walters, Frances, Althea Wright and Betty Stratton. "Activities Which Could Help the School Age Child with School Work." Mimeographed. Stillwater: Oklahoma State University, Child Care Services, 1972.

C. *Home Economics II.* Stillwater: Oklahoma Department of Vocational and Technical Education, 1973.

MIDDLE CHILDHOOD
UNIT I

INFORMATION SHEET

I. Middle childhood--Stage of being six to twelve years of age

(NOTE: Children in this stage are also referred to as school age children.)

II. Characteristics of children in middle childhood

- A. First and second grades
    1. Are extremely active and interested in large muscle activity
    2. Enjoy rhythmic activity
    3. Cannot stay at one activity for a long period
    4. Become restless when they cannot be active
    5. Enjoy climbing
    6. Like to do things over and over again
    7. Get tired easily
- B. Third and fourth grades
    1. Learn to cooperate with other children
    2. Desire recognition of personal accomplishment
    3. Like excitement and adventure
    4. Can stay with one activity for a longer period
    5. Do not get tired as fast
    6. Enjoy rough and tumble action
    7. Want to belong to a group
- C. Fifth and sixth grades
    1. Enjoy competition
    2. Care more about the team than themselves when playing games
    3. Need vigorous activity; boys want to "go all out"
    4. Want approval of peers
    5. Exhibit great difference in skill and coordination

INFORMATION SHEET

III. Reasons children in middle childhood exhibit behavioral problems

  A. Lack of understanding by others

  B. Earlier problems in the home

  C. Need for attention and love

    1. At home

    2. In school

  D. Need for additional leisure time

IV. Suitable outdoor activities for school age children

  A. First and second grades

    1. Active games with lots of running and jumping

    2. Games of a dramatic nature

    3. Creative rhythms, opportunities to make-believe

    4. Singing games

    5. Frequent change of activities

    6. Games with simple directions

    7. Activities with playground equipment

    8. Frequent repetition of favorite games

    (NOTE: Outdoor activities for this age group should include playing for fun, without emphasis on score, and frequent rest periods.)

  B. Third and fourth grades

    1. Relays and team games

    2. Self-testing activities

    3. Longer activity periods

    4. More advanced games

  C. Fifth and sixth grades

    1. More highly organized team games

    2. Tournaments, intramurals

    3. Assisting with younger children's supervision

INFORMATION SHEET

V. Suitable indoor activities for school age children

  A. Creative rhythms

  B. Jumping rope

  C. Bouncing a ball to music

  D. Easy dances

  Example: "Hokey Pokey"

  E. Bean bag games

  F. Bowling

  (NOTE: Bowling pins can be made by covering pop bottles with heavy masking tape. Use a large rubber ball for the game.)

  G. Indoor games

VI. Activities and supplies which help the school age child with school work

  A. Collection of easy-to-read books

  B. Opportunities for

    1. Cutting

    2. Pasting

    3. Writing

    4. Drawing

  C. Educational games

  D. Singing and listening to records

  E. Games and charts for learning color concepts

  F. Simple science experiments

  G. Individual clocks

  (NOTE: Learning to tell time is often a hard concept for the child. Individual clocks provide children with the opportunity to practice telling time and can be easily made from materials such as paper plates.)

INFORMATION SHEET

H. Chalkboards for practicing arithmetic problems and spelling

I. Seasonal and weather charts

J. Excursions to places of interest

Examples: Utility companies, fire station, library, plays, children's movies, farms, high school athletic events

K. Opportunities for children to do homework

L. Creative art work

(NOTE: Creative art activities could include puppet shows, simple skits and plays, and simple talent shows.)

M. Art projects with a special purpose

N. Reading material other than books

(NOTE: Good magazines which can be bought at most newsstands are *Children's Digest, Jack and Jill, Highlights for Children, and Child Life.*)

MIDDLE CHILDHOOD
UNIT I

ASSIGNMENT SHEET #1--ANALYZE BEHAVIORAL PROBLEMS

Read the following case study and answer the related questions.

> Jamie, a third grader, is having problems in school. Although she has done very well in school before this school year, she has seemed to let other things become more important to her. Rather than completing her lessons, she often uses her time to talk to other students or to play. Her temper is short and she seems to resent any responsibility being given to her.
>
> Being concerned with Jamie's apparent disinterest in school, her teacher investigated her home situation and found that Jamie had been an only child until the birth of a baby brother just before school started. In addition, the teacher found that although her mother is a full-time homemaker, her father has changed jobs and is now in a sales position which means traveling a great deal during the week.

1. List the apparent behavioral problems which are evident in this case study.

2. Could the birth of a brother or the father changing jobs cause Jamie's problems? How?

3. If Jamie were to start spending some time after school each day in a child care center, what could you do as a child care worker to help her with her problems?

MIDDLE CHILDHOOD
UNIT I

ASSIGNMENT SHEET #2--PLAN INDOOR AND OUTDOOR ACTIVITIES

Plan indoor and outdoor activities for children in middle childhood. List below the activities and any equipment or supplies which are needed.

Indoor	Outdoor

MIDDLE CHILDHOOD
UNIT I

ASSIGNMENT SHEET #3--LEAD INDOOR AND OUTDOOR ACTIVITIES

Using the school age children in your child care center, lead the indoor and outdoor activities which you planned in the preceding assignment sheet.

MIDDLE CHILDHOOD
UNIT I

TEST

1. Define the term middle childhood.

2. Match the following characteristics of children in middle childhood to their grade levels.

   _____a. Enjoy competition
   _____b. Enjoy climbing
   _____c. Cannot stay at one activity for a long period
   _____d. Want to belong to a group
   _____e. Exhibit great difference in skill and coordination
   _____f. Enjoy rough and tumble action
   _____g. Become restless when they cannot be active
   _____h. Care more about the team than themselves when playing games
   _____i. Learn to cooperate with other children
   _____j. Like to do things over and over again

   1. First and second grades
   2. Third and fourth grades
   3. Fifth and sixth grades

3. Discuss reasons children in middle childhood exhibit behavioral problems.

4. List three suitable outdoor activities for each of the following grade levels.

   a. First and second grades

      1)

      2)

      3)

   b. Third and fourth grades

      1)

      2)

      3)

   c. Fifth and sixth grades

      1)

      2)

      3)

5. Select suitable indoor activities for school age children by placing an "X" in the appropriate blanks.

   _____a. Jumping rope

   _____b. Easy dances

   _____c. Football

   _____d. Bouncing a ball to music

   _____e. Riding bicycles

   _____f. Bean bag games

   _____g. Creative rhythms

   _____h. Running relays

6. List six activities and supplies which help the school age child with school work.

   a.

   b.

c.

d.

e.

f.

7. Analyze apparent behavioral problems of a school age child.

8. Plan indoor and outdoor activities for the school age child.

9. Lead indoor and outdoor activities for the school age child.

(NOTE: If the activities on test questions 7, 8, and 9 have not been accomplished prior to the test, ask the instructor when they should be completed.)

MIDDLE CHILDHOOD
UNIT I

ANSWERS TO TEST

1. Stage of being six to twelve years of age

2.
   - a. 3
   - b. 1
   - c. 1
   - d. 2
   - e. 3
   - f. 2
   - g. 1
   - h. 3
   - i. 2
   - j. 1

3. Discussion should include:
   - a. Lack of understanding by others
   - b. Earlier problems in the home
   - c. Need for attention and love
     - 1) At home
     - 2) In school
   - d. Need for additional leisure time

4. Any three of the following for each of the three grade levels are acceptable.
   - a. First and second grades
     - 1) Active games with lots of running and jumping
     - 2) Games of a dramatic nature
     - 3) Creative rhythms, opportunities to make-believe

        4) Singing games
        5) Frequent change of activities
        6) Games with simple directions
        7) Activities with playground equipment
        8) Frequent repetition of favorite games
    b. Third and fourth grades
        1) Relays and team games
        2) Self-testing activities
        3) Longer activity periods
        4) More advanced games
    c. Fifth and sixth grades
        1) More highly organized team games
        2) Tournaments, intramurals
        3) Assisting with younger children's supervision

5. a, b, d, f, g

6. Any six of the following:
    a. Collection of easy-to-read books
    b. Opportunities for
        1) Cutting
        2) Pasting
        3) Writing
        4) Drawing
    c. Educational games
    d. Singing and listening to records
    e. Games and charts for learning color concepts
    f. Simple science experiments
    g. Individual clocks

h. Chalkboards for practicing arithmetic problems and spelling

i. Seasonal and weather charts

j. Excursions to places of interest

k. Opportunities for children to do homework

l. Creative art work

m. Art projects with a special purpose

n. Reading material other than books

7. Evaluated to the satisfaction of the instructor.

8. Evaluated to the satisfaction of the instructor.

9. Evaluated to the satisfaction of the instructor.

EXCEPTIONAL CHILD
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to match types of exceptional children to their characteristics, levels of mental retardation to their descriptions, and clinical types of retardation to their characteristics. The student should be able to describe a mentally retarded child, list guidelines to help in working with the exceptional child, and list principles to remember in talking to their parents. He should be able to demonstrate the ability to observe these children and describe a child care center. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the exceptional child to the correct definitions.
2. Match types of exceptional children to their characteristics.
3. Match levels of mental retardation to their descriptions.
4. Describe a mentally retarded child.
5. Match clinical types of retardation to their characteristics.
6. List characteristics which help in working with the exceptional child.
7. Select from a list typical means of meeting the needs for care and training of the exceptional child.
8. List guidelines to help educate the exceptional child.
9. List principles to remember when talking with parents of an exceptional child.
10. Demonstrate the ability to:
    a. Observe children in a child development center.
    b. Describe a child care center with consideration for the exceptional child.

EXCEPTIONAL CHILD
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information and assignment sheets.

  E. Assist students in identification of exceptional children.

  F. Have students role-play parent interviews using the principles to remember when talking to parents of exceptional children.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Role-play parent interviews.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Observe Children

    2. Assignment Sheet #2--Describe a Child Care Center

D. Test

E. Answers to test

II. References:

A. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

B. Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1968.

C. *Child Care Aide.* Austin: Texas Education Agency, Division of Vocational and Adult Education, Division of Homemaking Education, 1969.

EXCEPTIONAL CHILD
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Exceptional child--Child whose intellectual, physical, or social condition is seen by society as differing from that of the average child to such an extent that special education programs are needed

   B. Gifted child--Above average in relation to intelligence quotient

   C. Mentally retarded child--Below average in relation to intelligence quotient

   (NOTE: Mental illness is not the same as retarded mentality. Because it is an acquired emotional disorder, mental illness is treatable and often curable.)

   D. Ambulatory child--Able to walk or move about without help although he may require appliances, such as braces, for walking

   E. Non-ambulatory child--Unable to walk or move about without help

   F. Handicapped--Unable to compete successfully in all areas of life or unable to adjust to normal living

   (NOTE: Many special educators prefer to use the word "impaired" rather than "handicapped" since training and education tend to reduce the effects of the handicapped or disabling condition.)

   G. Congenital mental deficiency--Inherited from one or both parents; conditions that develop during prenatal growth or result from brain unjury at birth

   H. Acquired mental deficiency--Resulting from illness or injury anytime after birth

II. Types of exceptional children and their characteristics

   A. Mentally retarded--Individual whose mental development has been delayed, causing him to learn slowly or to behave inappropriately

   B. Physically handicapped--Individual who has crippling conditions or health problems, resulting in difficulty in movement and communication

   (NOTE: He may have lowered vitality and lack of energy.)

   C. Visually impaired--Individual whose sense of vision is faulty or completely non-functional and who needs help in acquiring skills in moving from place to place, understanding the environment, and forming friendships

INFORMATION SHEET

D. Auditorially impaired--Individual whose sense of hearing is defective or non-functional and who, as a result, may have problems in communication and social adjustment

E. Emotionally disturbed--Individual whose overall behavior pattern is one of non-adjustment or failure to adjust because the behavior pattern interferes with the lives of those about him and constantly disrupts his own ability to function

F. Child with minimal brain dysfunction--Individual who displays problems in specific areas of functioning but who is otherwise normal or above average in mental ability

(NOTE: Areas of disability may be language, reading, perceptual-motor functioning, and behavioral stability. Hyperactivity is frequently a behavior pattern in young children with minimal brain dysfunction.)

G. Multiply handicapped--Individual who displays two or more disabling conditions typical of which may be crippling, mental retardation, visual impairment, or auditory impairment

H. Culturally deprived or disadvantaged--Individual who is limited in language ability, lacks stimulating experiences in the environment, and is seriously behind other children in his development of skills and aptitudes

III. Levels of mental retardation and their descriptions

A. Mildly retarded--Can learn some academic skills and how to live independently

(NOTE: A child in this group is referred to as educable.)

B. Moderately retarded--Cannot learn academic subjects or become independent; can learn to perform simple tasks in sheltered or supervised settings

(NOTE: A child in this group is referred to as trainable.)

C. Severely retarded--Is dependent and unable to learn more than basic self-care; requires continued care and supervision

(NOTE: A child in this group is trainable or sub-trainable.)

D. Profoundly retarded--Is totally dependent and requires continued institutional living

INFORMATION SHEET

IV. Description of a mentally retarded child

   A. Learning characteristics

      1. Slow in learning complex and abstract materials
      2. Grasps ideas at a much slower rate than others of his age
      3. Has difficulty expressing time relations

   B. Language skills

      1. May have greater speech difficulty than a "normal" child
      2. Tends to have few ideas, make incomplete sentences, and phrase statements poorly
      3. May show lack of interest in activities involving language skills

   C. Physical and motor development

      1. May be slow in walking and moving about
      2. Often physically underdeveloped and lacking in motor control and coordination
      3. Slow to develop physical skills
      4. Likely to have several handicaps, such as cleft palate, congenital blindness or deafness, absence of legs or arms, cerebral palsy, or epilepsy

V. Clinical types of retardation and their characteristics

(NOTE: A child with clinical types of retardation differs from other children in physical appearance as well as in learning capacity.)

   A. Mongolism or Down's Syndrome

      1. Has physical resemblance to some Asiatics
      2. Is usually friendly and affectionate
      3. Has very slow rate of mental and physical development; growth in height usually ceases at an early age; tends to be overweight in relation to height
      4. Usually has poor speech development, particularly in pronunciation and articulation; about two to three year level
      5. Often has secondary defects or disabling conditions

INFORMATION SHEET

B. Cretinism

1. Often confused with mongolism in early life
2. Is dwarflike in physical development due to defect of the thyroid gland
3. Has slow, awkward physical movements; shuffling or waddling
4. Has relatively large head with lots of hair; short, broad extremities; stumpy, deformed hands and feet; round, protruding abdomen
5. May not learn to speak, if untreated, except for indistinct sounds in a low pitched voice

C. Microcephalus

1. Has unnaturally small head due to imperfect development
2. Has a brain that is typically one-fourth usual weight

D. Hydrocephalus

1. Usually characterized by an abnormally large head due to an accumulation of excessive cerebro-spinal fluid in the brain area
2. May be progressive
3. May require support of the head because of size of skull

VI. Characteristics which help in working with the exceptional child

A. Sense of dedication to the exceptional child

B. Motivation to help the child accomplish his desired goals

C. Patience

D. Ability to be firm, yet kind

E. Courage

F. Imagination

G. Love

H. Endurance

I. Energy to keep up with active children

INFORMATION SHEET

J. Sensitivity to and concern for people and their problems

K. Special knowledge of characteristics and methods of working with these children

L. Ability to

   1. Communicate effectively

   2. Respond to varied conditions and job demands while maintaining a sense of humor

   3. Help direct, control, and plan the activities of the exceptional child

   4. Deal objectively with the exceptional child, particularly the mentally retarded

   5. Interpret actions of the child into the needs to be met

   6. Reinforce desirable behavior

   7. Cope with the noisy environment which results from the voices and activities of children

   8. Observe behavior in distant corners of the room simultaneously

VII. Typical means of meeting the needs for care and training of the exceptional child

A. Diagnostic, evaluation, and treatment centers

B. Preschool nurseries

C. Day care centers

D. Private day schools

E. Special education classes in public schools

F. Special training classes or centers

G. Sheltered workshops or sheltered employment

H. Institutional care centers

I. Recreational programs, centers, and summer camps

J. Public health and child welfare services

INFORMATION SHEET

- K. Parent counseling and homemaker services
- L. Vocational rehabilitation and placement services
- M. Religious training programs

VIII. Guidelines to help educate the exceptional child

- A. Observe the child
- B. Watch his coordination
- C. Notice what he is interested in
- D. Take part in his activities, if possible
- E. Talk to him and listen to him patiently
- F. Ask the supervisor about any special problems he might have
- G. Work in close cooperation with the parents in planning programs and activities for the child
- H. Secure guidance and assistance from trained personnel in terms of specific needs of the child
- I. Recognize personal limitations

IX. Principles of parent interviews

- A. Be truthful and honest, showing an honest appreciation of the child
- B. Respect the parents' confidences
- C. Do not be shocked by anything the parent says or does but take what he says seriously without jumping to conclusions that may be wrong
- D. Make positive comments, but do not be authoritative
- E. Avoid arguing
- F. Be sympathetically understanding
- G. Let parents have an opportunity to talk about what concerns them
- H. Be ready and willing to explain if the answer is known, but recognize when the parent should be referred to the professional staff
- I. Do not belittle what parents do nor make them feel insecure or inadequate
- J. Give helpful suggestions so that parents are comfortable about leaving their child

EXCEPTIONAL CHILD
UNIT II

ASSIGNMENT SHEET #1--OBSERVE CHILDREN

Observe the children in your child development center. Identify those children whose characteristics categorize them as being a type of exceptional child. What evidences can you see for your decision?

1. Mentally retarded

2. Physically handicapped

3. Visually impaired

4. Auditorially impaired

5. Emotionally disturbed

6. Child with minimal brain dysfunction

7. Multiply handicapped

8. Culturally deprived or disadvantaged

EXCEPTIONAL CHILD
UNIT II

ASSIGNMENT SHEET #2--DESCRIBE A CHILD CARE CENTER

Describe the child development facility in which you work by answering the following questions.

1. Does the center specialize in the care and training of the exceptional child? Specify the type or types of exceptional children being trained and cared for in this facility.

2. What services are provided for the exceptional child?

3. What services are provided for the child's family?

4. What are the primary objectives of the facility in relation to the needs of the exceptional child?

EXCEPTIONAL CHILD
UNIT II

TEST

1. Match the terms on the right to the correct definitions.

_____a. Child whose intellectual, physical, or social condition is seen by society as differing from that of the average child to such an extent that special education programs are needed

_____b. Unable to walk or move about without help

_____c. Below average in relation to intelligence quotient

_____d. Resulting from illness or injury anytime after birth

_____e. Inherited from one or both parents; conditions that develop during prenatal growth or result from brain injury at birth

_____f. Above average in relation to intelligence quotient

_____g. Able to walk or move about without help although he may require appliances, such as braces, for walking

_____h. Unable to compete successfully in all areas of life or unable to adjust to normal living

1. Handicapped
2. Congenital mental deficiency
3. Gifted child
4. Exceptional child
5. Ambulatory child
6. Acquired mental deficiency
7. Mentally retarded child
8. Non-ambulatory child

2. Match the types of exceptional children on the right to the corresponding characteristics on the left.

_____a. Individual whose mental development has been delayed, causing him to learn slowly or to behave inappropriately

_____b. Individual whose overall behavior pattern is one of non-adjustment or failure to adjust because the behavior pattern interferes with the lives of those about him and constantly disrupts his own ability to function

_____c. Individual who displays two or more disabling conditions typical of which may be crippling, mental retardation, visual impairment, or auditory impairment

_____d. Individual who has crippling conditions or health problems, resulting in difficulty in movement and communication

_____e. Individual whose sense of vision is faulty or completely non-functional and who needs help in acquiring skills in moving from place to place, understanding the environment, and forming friendships

_____f. Individual whose sense of hearing is defective or non-functional and who, as a result, may have problems in communication and social adjustment

_____g. Individual who displays problems in specific areas of functioning but who is otherwise normal or above average in mental ability

_____h. Individual who is limited in language ability, lacks stimulating experiences in the environment, and is seriously behind other children in his development of skills and aptitudes

1. Auditorially impaired
2. Multiply handicapped
3. Visually impaired
4. Mentally retarded
5. Physically handicapped
6. Emotionally disturbed
7. Child with minimal brain dysfunction
8. Culturally deprived or disadvantaged

3. Match the levels of mental retardation on the right to their corresponding descriptions on the left.

_____a. Cannot learn academic subjects or become independent; can learn to perform simple tasks in sheltered or supervised settings

_____b. Can learn some academic skills and how to live independently

_____c. Is dependent and unable to learn more than basic self-care; requires continued care and supervision

_____d. Is totally dependent and requires continued institutional living

1. Profoundly retarded
2. Moderately retarded
3. Severely retarded
4. Mildly retarded

4. Describe a mentally retarded child.

5. Match the clinical types of retardation on the right to their corresponding characteristics on the left.

_____a. Has unnaturally small head due to imperfect development

_____b. Is dwarflike in physical development due to defect of the thyroid gland

_____c. Has physical resemblance to some Asiatics

_____d. Usually characterized by an abnormally large head due to an accumulation of excessive cerebro-spinal fluid in the brain area

1. Mongolism
2. Cretenism
3. Microcephalus
4. Hydrocephalus

6. List ten characteristics which help in working with the exceptional child.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

7. Select the typical means of meeting the needs for care and training of the exceptional child by placing an "X" in the space provided.

_____a. Institutional care centers

_____b. Parent counseling and homemaker services

_____c. Day care centers

_____d. Diagnostic, evaluation, and treatment centers

_____e. Special training classes or centers

_____f. Preschool nurseries

_____g. Special education classes in public schools

8. List five guidelines to help educate the exceptional child.

a.

b.

c.

d.

e.

9. List five principles to remember when talking with parents of an exceptional child.

   a.

   b.

   c.

   d.

   e.

10. Demonstrate the ability to:

    a. Observe children in a child development center.

    b. Describe a child care center with consideration for the exceptional child.

    (NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

EXCEPTIONAL CHILD
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 8
   c. 7
   d. 6
   e. 2
   f. 3
   g. 5
   h. 1
2. a. 4
   b. 6
   c. 2
   d. 5
   e. 3
   f. 1
   g. 7
   h. 8
3. a. 2
   b. 4
   c. 3
   d. 1
4. Description should include the following points.
   a. Learning characteristics
      1) Slow in learning complex and abstract materials
      2) Grasps ideas at a much slower rate than others of his age
      3) Has difficulty expressing time relations
   b. Language skills
      1) May have greater speech difficulty than a "normal" child
      2) Tends to have few ideas, make incomplete sentences, and phrase statements poorly
      3) May show lack of interest in activities involving language skills

- c. Physical and motor development
    - 1) May be slow in walking and moving about
    - 2) Often physically underdeveloped and lacking in motor control and coordination
    - 3) Slow to develop physical skills
    - 4) Likely to have several handicaps, such as cleft palate, congenital blindness or deafness, absence of legs or arms, cerebral palsy, or epilepsy

5.
- a. 3
- b. 2
- c. 1
- d. 4

6. Any ten of the following are acceptable.

- a. Sense of dedication to the exceptional child
- b. Motivation to help the child accomplish his desired goals
- c. Patience
- d. Ability to be firm, yet kind
- e. Courage
- f. Imagination
- g. Love
- h. Endurance
- i. Energy to keep up with active children
- j. Sensitivity to and concern for people and their problems
- k. Special knowledge of characteristics and methods of working with these children
- l. Ability to
    - 1) Communicate effectively
    - 2) Respond to varied conditions and job demands while maintaining a sense of humor
    - 3) Help direct, control, and plan the activities of the exceptional child

4) Deal objectively with the exceptional child, particularly the mentally retarded

5) Interpret actions of the child into the needs to be met

6) Reinforce desirable behavior

7) Cope with the noisy environment which results from the voices and activities of children

8) Observe behavior in distant corners of the room simultaneously

7. a, b, c, d, e, f, g

8. Any five of the following are acceptable.

   a. Observe the child

   b. Watch his coordination

   c. Notice what he is interested in

   d. Take part in his activities, if possible

   e. Talk to him and listen to him patiently

   f. Ask the supervisor about any special problems he might have

   g. Work in close cooperation with the parents in planning programs and activities for the child

   h. Secure guidance and assistance from trained personnel in terms of specific needs of the child

   i. Recognize personal limitations

9. Any five of the following are acceptable.

   a. Be truthful and honest, showing an honest appreciation of the child

   b. Respect the parents' confidences

   c. Do not be shocked by anything the parent says or does, but take what he says seriously without jumping to conclusions that may be wrong

   d. Make positive comments, but do not be authoritative

   e. Avoid arguing

   f. Be sympathetically understanding

   g. Let parents have an opportunity to talk about what concerns them

   h. Be ready and willing to explain if the answer is known, but recognize when the parent should be referred to the professional staff

   i. Do not belittle what parents do nor make them feel insecure or inadequate

   j. Give helpful suggestions so that parents are comfortable about leaving their child

10. Evaluated to the satisfaction of the instructor.